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## ABSTRACT

Developed for use by either secondary or postsecondary institutions offering vocational education programs, this handbook addresses steps in establishing a volunteer program in conjunction with its vocational education program. The handbook is organized around four major topics: (1) planning the volunteer program (securing support; needs assessment; program goals and objectives; volunteer roles, duties, and responsibilities; school's responsibilities; planning for program implementation; financial considerations; evaluation), (2) program administration (structure, support requirements, program monitoring and record keeping, program supervision, staff relations), (3) program implementation (staff orientation; community relations; identifying specific needs for volunteer assistance; volunteer recruitment, screening, selection, orientation, training, placement, and retention), and (4) evaluation (monitoring program performance, evaluating program impact, internal and external evaluation). Sample forms are provided. (YLB)

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# **Volunteers In Vocational Education**

## **A Handbook for Program Development**

**Douglas S. Katz**

**May 1982**

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book based on their field test experiences, and their suggestions enabled us to improve it prior to its national distribution.

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# Preface

Voluntary action is an integral part of American society. Each year, millions of Americans volunteer their time and assistance to causes which they consider worthwhile. A recent Gallup survey found that 52 percent of American adults performed volunteer activities between March of 1980 and March of 1981, and 31 percent of the population regularly spent more than one hour per week on volunteer work (Volunteering Action Leadership, Winter, 1982). In an earlier investigation of volunteer work in America, the U. S. Department of Labor estimated that in 1980 volunteers would contribute thirty billion dollars to the value of the United States' economy (Haley, 1978). In education alone, the number of citizens serving as educational volunteers is estimated to be six million persons (National School Volunteer Program, 1979).

Educational volunteers have been utilized in innumerable ways to enhance the schools' efforts. While direct service within the classroom is the most commonly cited use of educational volunteers, many volunteer assignments are performed outside of the classroom to augment administrative and support services. For example, the Illinois State Office of Education (1976) suggests that volunteers be utilized to (1) enrich the curriculum, (2) provide administrative and clerical assistance, (3) administer special aid to students with exceptional talents, and (4) assist in providing community and social services. Advocates of school volunteers are in general agreement that the utilization of volunteers:

- enriches student experiences and heightens their motivation;
- frees educators from non-teaching tasks and assists in the provision of individualized instruction;
- contributes assistance in the administration, supervision and instruction in education; and
- explains the processes and problems of education to other citizens, thus fostering continued community support and involvement.

Although seldom documented in the literature, volunteers in vocational education can be expected to produce similar benefits. However, the lack of infor-

mation on how to utilize volunteers in vocational education effectively inhibits the expansion of volunteer involvement. In recognition of this situation, the U.S. Department of Education awarded a contract to CONSERVA, Inc. to develop, demonstrate and disseminate procedures for utilizing volunteers to improve vocational education in urban areas. This Handbook describes those procedures.

## The Utility of Vocational Volunteers

Volunteers offer vocational education a creative response to the numerous challenges which it faces as it enters the decade of the 80's. Involvement of volunteers provides the possibility of maintaining and improving the effectiveness of vocational education programs during what appears to be an extended period of fiscal conservatism and increased program accountability. Volunteers can help to strengthen the linkages between the schools and the community to bring about an increased responsiveness of vocational education programs to ever-changing community needs. Volunteers can assist in the recruitment of new students as well as in the placement of program completers. They can help to provide the support services needed by students with special needs to enable them to succeed in regular vocational education programs. Through the creation of opportunities for volunteers to become involved in the vocational education program, the school system or institution will further the development of the community's understanding of the purposes and potential of vocational education in meeting the students' and the community's needs. Finally, volunteers successfully utilized in vocational education can serve as community advocates promoting increased support for vocational education during this period of fiscal austerity.

The results to be expected by involving volunteers in the vocational education program will depend upon the intended scope of the volunteer program, community response to the program and the extent to which the program is managed effectively. This Handbook is designed to guide local vocational education personnel

in planning and operating volunteer programs which are responsive to their local needs and resources.

The procedures contained in this Handbook were field tested in four urban areas to demonstrate the utility of establishing programs for the utilization of volunteers in vocational education. Each of those four sites utilized volunteers in response to its particular program's needs, and as a result they demonstrated that volunteers can assist vocational education in a much wider variety of ways than is generally imagined. The following are among the types of assistance that volunteers provided to those four sites during a year-long demonstration period.

- Worked to develop a statement of philosophy for vocational education within the school district.
- Worked with the Board of Education and district administrators to review the implications of the statement of philosophy.
- Helped to develop role descriptions for personnel within the vocational education department.
- Developed, reviewed, critiqued and modified a systems approach for the development of vocational education curricula within the district.
- Worked with the vocational education department on developing a proposed staffing pattern and associated financial requirements for the department.
- Assisted in the design and operation of in-service education programs for vocational education instructors.
- Reviewed existing curriculum offerings and proposed alternative arrangements.
- Assisted in designing and obtaining approval of new vocational education curricula.
- Helped in the development of a proposal to the Board for a new vocational education center.
- Developed an itemization of current and anticipated costs associated with the existing and proposed vocational programs.
- Assisted in counseling vocational education students.
- Provided small group and individualized instruction in occupational area.
- Provided remedial and enrichment activities.
- Assisted department head and instructors in resolving problems relating to equipment and supplies.
- Served as guest lecturers in vocational education classes.
- Demonstrated and discussed new equipment to be serviced by students.
- Served on curriculum and project advisory committees.
- Helped to recruit other volunteers.
- Conducted an assessment of the vocational education program.
- Developed recommendations for the design and operation of a computerized vocational job placement system.
- Developed and offered instruction in employment readiness skills.
- Encouraged students to do well in and complete their vocational education programs.
- Worked with students to develop job interviewing skills.
- Served as guest instructors and discussion panel members for a special course on finding and keeping a job.
- Participated in a two-day Job Fair.
- Assisted in the development of a slide/tape presentation promoting vocational education.
- Offered assistance in student recruitment activities.

# Prologue

The involvement of volunteers in vocational education is not unusual in many large school districts. Vocational education has a long history of involving community representatives as members of curriculum advisory committees to assist in the planning and evaluation of vocational programs. Furthermore, it is not unusual for vocational instructors to invite guest lecturers to speak to their classes regarding specific topics pertaining to vocational instruction. However, these types of assistance, which are undeniably voluntary, do not represent an organized program for volunteer involvement in vocational education. Rather, they represent individual efforts to enhance vocational education by involving members of the community in voluntary capacities. Typically, the responsibility for identifying, recruiting and orienting the volunteer is left up to the individual who wishes the assistance; there is neither a plan nor an organizational structure to facilitate the involvement of volunteers in the school's or institution's vocational education program.

In contrast to individual efforts to involve volunteers in vocational education programs, the establishment of a volunteer program in vocational education requires the management functions of program planning and design, implementation and operation of the program, and monitoring and evaluation of program effectiveness. A volunteer program in vocational education thus represents a concerted—rather than fragmented—effort to involve volunteers in various capacities within the vocational education component of the schools or postsecondary institutions. Important factors which characterize a volunteer program—as contrasted with just the involvement of volunteers—include the following:

- A group planning process
- Specification of goals and objectives
- Allocation of resources
- Orientation of staff and volunteers
- Training opportunities for volunteers
- Negotiated commitments from volunteers

- Ongoing supervision of volunteers
- A public identity and image
- Formal and informal evaluation of accomplishments
- Top administrative approval and support
- Performance appraisal of volunteers
- Diversity of volunteer assignments
- Formally developed policies, practices and procedures
- Materials describing the volunteer program

This Handbook addresses the various steps which a school, school system, or postsecondary institution can take to establish a volunteer program in conjunction with its vocational education program. The Handbook is organized around four major topics: (1) planning the volunteer program; (2) program administration; (3) implementation and operation; and (4) program evaluation. Each of these topical areas is described in sufficient detail to provide the reader with an understanding of the procedures involved in managing a vocational volunteer program.

The Handbook was developed for use by either secondary or postsecondary institutions offering vocational education programs. It does not presuppose that the school system or institution has any previous experience in operating a volunteer program. It is hoped that the Handbook will also be of benefit to ongoing educational volunteer programs which wish to broaden the volunteer services available to the vocational program.

# I. Planning

Planning is essential for the successful implementation of a vocational volunteer program. Effective planning serves to create a climate supportive of program implementation, to determine the specific needs for volunteers within the vocational program, to develop goals and objectives responsive to local needs, to identify and secure the resources necessary for program implementation, and to determine many of the procedures which will be used during the operation of the program. During the planning process, potential problems regarding program implementation can be identified and resolved; each of those problem resolutions will contribute to the subsequent success of the volunteer program.

## Securing Support

### Administrative Support

An educational volunteer program cannot be expected to succeed without approval and support from the educational administrators and policy makers who are ultimately responsible for the vocational education program. Depending upon the educational level and scope of the prospective volunteer program, those administrators might include the district superintendent, the president of the community college or technical institute, the local director or dean responsible for vocational education, and the principals of the schools offering vocational education curricula. Without the support of the appropriate administrators, there is little chance of gaining the support of the school or college board, instructors, and potential volunteers, all of whom will be instrumental in planning and implementing the vocational volunteer program.

Regardless of whether or not local educational funds will be allocated to the volunteer program, board approval of the program is likely to be necessary. Legal considerations and insurance coverage for volunteers will require board action, and board review and approval of health standards which volunteers should meet is likely to be necessary (e.g., chest X-rays). Furthermore, if grant or foundation funding of the

volunteer program is anticipated, board approval will probably be required; and board approval will certainly be required if local educational funds are to be allocated to the volunteer program. Since the school or college board will make the final decision regarding these and other important matters, it is imperative that board support for a vocational volunteer program be sought during the early stages of program planning.

### Faculty Support

The cooperation and support of instructors and other faculty members will also need to be obtained during the planning of the program. The idea of establishing a volunteer program could be threatening to some members of the faculty. They may be concerned that the involvement of volunteers will weaken their bargaining position; that volunteers will be used to replace paid staff; or that volunteers will be assigned to faculty members who do not wish to become involved in a volunteer program. Such concerns will need to be alleviated, and the design of the volunteer program will need to reflect those concerns. Faculty support for the volunteer program can be enhanced by involving them throughout the planning process, by convincing them that the program will be responsive to their needs, and by emphasizing how volunteers can contribute to the quality of the total vocational program.

### Community Support

It is also important to obtain community support and involvement in the planning of the program. Eventually, the volunteer program will be recruiting participants from within the community, and therefore good school/community relations will contribute to the program's success. Local organizations, such as industry and education cooperation associations, trade and professional associations, labor organizations, Chambers of Commerce, Voluntary Action Centers, local Urban Coalitions, community action groups, parent-teacher associations, and other com-

munity organizations can provide valuable support to a volunteer program. As a result of their early involvement during the planning of the program, local organizations are more likely to be supportive of the program during its implementation. Special attention must be given to avoiding alienation of any local organization whose support (or at least its tacit approval) is considered particularly important to the program's success.

### **Establishing a Planning Advisory Group**

The idea of establishing a local vocational volunteer program can come from any of the above sources: from the school administration, from a member of the vocational education staff, or from members of the community. Regardless of where the idea originates, steps should be taken early to share the idea with members of the school administration. The reason for this is that administrative support for the idea in principle will be needed to explore its feasibility within the school district or institution, i.e., to begin to plan a vocational volunteer program.

Administrative support for exploring the possibility of a vocational volunteer program should be sought following the recognized administrative structure of the school or institution. At this early stage of planning it should be conveyed that the idea of utilizing volunteers in the vocational education program appears to be worthy of further exploration; that someone should look into it more thoroughly to see what it has to offer. In essence, what is being requested is administrative approval to explore the idea more fully. No administrative commitment should be sought or expected until after the idea has been fully examined.

Once administrative approval has been obtained, a planning task force or advisory group should be established. Such groups are common to volunteer programs, and are in many ways similar to local vocational education advisory councils. Where the district or institution already has an established vocational education general advisory council, representatives of that council should be invited to serve on the vocational volunteer planning task force. Similarly, if there is an operating industry-education council, it also should be represented on the task force. Other representatives on the task force might include educational administrators, instructors, representatives of local volunteer organizations, business and industrial representatives, local government representatives, organized labor, community organizations, minority groups, and other interested members of the community who could make a positive contribution to the program. As the work of the task force progresses,

additional members might be invited to participate (on either a regular or occasional basis) in order to provide different perspectives or feedback on concerns facing either the task force or the district.

The identification of the most appropriate persons to serve on the task force should be given thorough consideration before inviting anyone to serve as a member of that group. For this reason, it is advisable that several people be involved in the identification of potential task force members, and that those people include non-school personnel as well as members of the faculty and school administration. A group procedure, such as a brainstorming session, is one approach for identifying potential task force members. Alternatively, telephone contacts with community groups could be used to identify potential members from outside of the school system. Regardless of which procedure is used, one person (probably the person initiating the idea of a vocational volunteer program) should have responsibility for coordinating this effort.

At the outset, the purpose of the task force will be to provide advice on the feasibility and implications of operating a vocational volunteer program. For this reason the initial time commitment from task force members can be limited to perhaps two to four meetings over a three- to eight-week period. However, if the district or institution subsequently decides to proceed with implementation of a vocational volunteer program, members of the task force should be invited to serve in a continuing capacity as the advisory committee for the vocational volunteer program.

In order to utilize an advisory group effectively, it is important that the group be given a clear statement of its purpose, the work expected of it, and an understanding of the limits or extent of its authority. The roles and duties of the advisory group will depend partially upon where it is located in the organizational structure. Advisory committees that provide input into the office of the superintendent or the president can be expected to be more centrally involved with district-wide policies, purposes, goals, objectives and criteria governing the volunteer program. In contrast, advisory committees that provide input to a school coordinator of vocational education, a principal, or a school-based coordinator of volunteers can be expected to be more concerned with operational details such as specification of roles and duties of volunteers, volunteer recruitment, the selection and placement of volunteers, orientation and training procedures, and other topics associated with the operation of the school's vocational volunteer program. The literature on this topic tends to support the creation of a district-wide advisory group if more than one school or institution within the district is expected to become involved in the volunteer program.

## Needs Assessment

If the idea of a vocational volunteer program has some appeal, there is probably a general feeling that the vocational education program could use additional personnel to augment or enrich its services. One of the initial tasks to be performed is to translate that general feeling into more clearly defined needs of the vocational education program. This can best be accomplished by conducting an assessment of the program's needs which includes the needs of students, instructors, administrators and support staff. The needs assessment process will provide a means for these potential supporters of the volunteer program to provide input into the planning of the program, which, in turn, should serve to enhance their subsequent utilization of volunteers. As a result of the needs assessment, those involved in planning the program will have some concrete information upon which to determine the goals and objectives of the volunteer program, the potential scope of activities to be performed by volunteers, and the types of individuals to recruit as volunteers.

In conducting a needs assessment it is important that representatives of all relevant groups be asked to participate in the identification of needs. This would include instructors, students, administrators, other school support staff, employers of vocational program graduates and community groups or volunteer organizations which are concerned with education. A sample representing the diversity of each group should be identified for inclusion in the needs assessment. Information from these representatives can then be collected by means of personal or telephone interviews, mail-out questionnaires, or (where applicable) through distribution of questionnaires within the schools.

A preliminary assessment of needs can be conducted through individual or group discussions with school and community representatives. Try to obtain a wide variety of ideas concerning how the existing vocational education program could be enhanced or further improved, and don't let the ideas be restricted by stereotypes of what volunteers can do. If a vocational volunteer advisory committee has already been established, have the members of that group describe what they consider to be some of the areas in need of improvement. Keep the options open; remember that you want to explore a number of possibilities so that you do not overlook some excellent opportunities where volunteers could be of assistance.

A needs assessment questionnaire can provide for greater input into the planning process whether used alone or following a preliminary assessment. In designing a mail-out questionnaire or one to be distributed within the schools, the topical areas included in

the questionnaire should be determined by members of the advisory committee or some other group which reflects different perspectives of the possible needs of the vocational education program. The questionnaire also should allow respondents to identify other areas where they feel improvement or assistance is needed.

The format of the needs assessment questionnaire should be designed to gather the necessary information in a straightforward manner and with minimal inconvenience to the respondent. Include a place for respondents to identify themselves if you also want to use the survey in conjunction with the subsequent recruitment and placement of volunteers; however, keep this identification optional so that respondents will feel free to express their views. A sample format is presented on the following page. This sample is for illustrative purposes only and should be modified to best reflect the existing situation where the assessment is to be conducted.

As can be seen in the sample questionnaire, the topical areas include a number of areas where volunteer assistance could potentially lead to program improvement. Because many people are not aware of the wide variety in the types of assistance which volunteers have effectively provided to vocational education programs in other districts, the stereotype of volunteers serving solely as tutors and classroom assistants must be overcome in order for the results of the needs assessment to be valid.

The data collected through the needs assessment should be tabulated and summarized for review by the advisory committee. Based on those data, the advisory committee should determine what it believes are the most pressing needs within the district or other service area which could be fulfilled by vocational volunteers.

## Program Goals and Objectives

Once needs for the vocational education volunteer program have been established and identified, the planning advisory committee is in a position to develop goals and objectives to guide program implementation. Ideally, goals for the volunteer program are based directly on the assessment of the needs of the vocational education program. As such, the goals provide direction for the volunteer program. Once those directions are determined, objectives serve to quantify the outcomes that should be achieved in order to attain each goal. After volunteer program activities have commenced, the objectives serve as bench marks against which progress can be measured and the effectiveness of the program can be judged.

## SAMPLE NEEDS ASSESSMENT QUESTIONNAIRE

The City College's Vocational Department is currently considering the establishment of a program to utilize volunteers in various capacities to enhance and further improve vocational education. Volunteers would not replace any functions performed by paid personnel but would provide assistance in performing those functions. As part of the planning of such a volunteer program, we are trying to identify the areas which could benefit the most from the assistance of volunteers.

The questionnaire below has been prepared to give you an opportunity to express your views concerning various aspects of the City College's vocational education program. Please take a few minutes to let us know what your views are regarding the needs of the program.

In responding to the items below, don't underestimate the potential contributions which volunteers from business, industry and the community in general could provide to vocational education.

1. Please place a check by each of the following areas pertaining to vocational education which you feel are in need of considerable improvement.

- ☐ a. vocational counseling
- ☐ b. planning new curricula
- ☐ c. keeping curricula up to date
- ☐ d. student placement in jobs
- ☐ e. community/employer support of vocational education
- ☐ f. recruitment of new students
- ☐ g. program evaluation
- ☐ h. remedial instruction
- ☐ i. students' job search skills
- ☐ j. evaluation of students' competencies
- ☐ k. curriculum completion rates
- ☐ l. selection of new instructors
- ☐ m. inservice instructional opportunities
- ☐ n. student access to appropriate equipment
- ☐ o. curriculum advisory committees
- ☐ p. following up on program completers
- ☐ q. program completion requirements
- ☐ r. conducting occupational analyses
- ☐ s. field trip opportunities
- ☐ t. screening and placement of new students

- ☐ u. other: \_\_\_\_\_
- ☐ v. other: \_\_\_\_\_
- ☐ w. other: \_\_\_\_\_

2. Which three of the items you have checked or added do you believe to be in greatest need of improvement? (Use the list to find the letters corresponding to the three items.)

- \_\_\_\_ most in need of improvement
- \_\_\_\_ second most in need of improvement
- \_\_\_\_ third most in need of improvement

3. For college personnel only:

Please indicate up to five of the areas listed where you would be interested in having a volunteer(s) provide you with assistance. (Use the list to find the appropriate letter for each area.)

\_\_\_\_\_  
(Indicate letters in above spaces.)

4. Which of the following categories best describes your current status?

- ☐ vocational instructor
- ☐ vocational administrator
- ☐ other college staff
- ☐ vocational student
- ☐ employer
- ☐ employed worker
- ☐ other: \_\_\_\_\_

5. Optional: If you are interested in becoming further involved in this effort, please provide your name, mailing address and telephone number below so that we can contact you in the future.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

This questionnaire must be returned by (DATE) in order to be used for planning purposes. To return, just fold on dotted lines shown on opposite side, staple where marked, and mail.

Developing goals and objectives can be performed by a subcommittee or task force of ten or fewer persons selected from among the members of the advisory committee. Further input can be obtained by mailing draft goal and objective statements to the remainder of the committee members and any other groups and individuals whose reviews are desired. Reactions to the statements can be summarized, compared, discussed, and appropriate modifications made to the goals and objectives.

Development of goals and objectives by the planning subcommittee can be accomplished by applying a small group technique such as brainstorming or the nominal group technique, using the results of the needs assessment as input to the group session (e.g., Delbecq, Van de Ven and Gustafson, 1975; Osborn, 1963). If such an approach is to be used, the responsibility for conducting the group session should reside with a representative of the school district. (Again, this is likely to be the person who initiates the exploration of a vocational volunteer program.) The following guidelines should be considered in preparing for and conducting a goal/objective-setting meeting:

- Aggregate needs assessment results so that they will be easily understandable by goal-setters and translated into goal statements.
- Prior to the meeting, identify potential goal topics (or needs assessment categories) which are related to the overall purpose of the volunteer program and utilize them for discussion purposes.
- Utilize a structured group goal/objective setting technique, so that the amount and variety of suggestions, ideas and potential goals and objectives are maximized.
- Stress that the results of the session will provide the direction and the scope of the volunteer program. Attendees should be made aware of the importance of setting goals and objectives which are appropriate and realistic in light of identified needs and anticipated resources. Goals and objectives which are set too high will show the program in a bad light when it is evaluated and may result in a discontinuation of support. Those set too low will not prove an incentive to the staff and volunteers involved in the program.

In finalizing goals and objectives the following characteristics should be taken into account:

Goals and objectives for the volunteer program should be consistent and compatible with each other and with the philosophy of vocational education within the district.

Goals and objectives should be appropriate and realistic.

Goal statements should designate what is to be accomplished and the general purpose or intent of the goal.

Objective statements should designate more specific targets, time frames and results that lend themselves to specific determination of the extent to which they are achieved.

Some example goal and objective statements illustrate these principles:

**Goal:** To increase the job search skills of vocational program completers.

**Objectives:**

1. To recruit at least ten volunteers from large businesses during the 1982-83 school year who are knowledgeable of job opportunities and/or personnel department hiring procedures.
2. To utilize the above ten volunteers during the spring semester in conducting at least five workshops for students to learn how to prepare a resume and apply for jobs.
3. To plan and conduct a Job Fair in the spring semester where vocational education students can meet with area employers.

**Goal:** To provide vocational education students with greater access to new equipment related to their vocational curricula.

**Objectives:**

1. To recruit at least 20 volunteers during the 1982-83 school year who will serve as guest lecturers on new equipment being used in their occupational areas or industries.
2. To identify at least 20 employers during the 1982-83 school year who will agree to have vocational classes take field trips to their businesses.
3. To have at least 50 percent of the vocational education students participate in either a field trip or guest lecture on new equipment during the 1982-83 school year.

## Volunteer Roles, Duties and Responsibilities

The results of the needs assessment will also provide a basis for clarifying the roles, duties and responsibilities of vocational volunteers. A preliminary description of the volunteers' roles, duties and responsibilities will probably be developed during the earlier stages of planning, when the support of the school board, administrators and instructors is sought for the creation of a vocational volunteer program. However, following the needs assessment, more specific information will be available concerning how volunteers might be involved in the school's vocational education program. Those potential areas of involvement will need to be reviewed in light of previous assumptions concerning the roles and duties of volunteers, and modifications may need to be incorporated into the final descriptions of vocational volunteers' roles, duties and responsibilities.

One of the central issues which must be addressed in planning the volunteer program is the extent to which volunteers will be performing duties which would otherwise be performed by paid personnel or not be performed at all; this issue must be considered when defining the roles and duties of vocational volunteers. To paraphrase Marlene Wilson (1976), there are two central questions which must be addressed: (1) What does the vocational program need? and (2) What will the staff accept? Obviously, the answers to these two questions will depend upon the specific context in which the vocational volunteer program is to be installed. However, staff acceptance of the program is likely to be greatest where the role of the volunteer is clearly defined so as not to impose a threat to paid personnel. To avoid such a threat, it is important for paid personnel to be involved in the planning of the program and in the determination of volunteer roles and duties. Their involvement in the determination of volunteer roles and duties can be strengthened by establishing a faculty and administrative subgroup of the planning advisory committee which is assigned responsibility for recommending the types of roles and duties to be performed by vocational volunteers.

The potential roles which volunteers could play to enhance a vocational education program are indeed numerous. Various possibilities will need to be considered when designing the needs assessment and when reviewing the results of the needs assessment in light of the organizational context in which the program is to operate. To illustrate the potential areas where volunteers might be of assistance to a vocational education program, a variety of possibilities is presented below. For clarity of communication, they

are classified according to whether they pertain to direct instructional support or administrative support services.

### Instructional Support:

1. Provision of class and/or laboratory skills instruction under the supervision of a certified vocational education instructor
2. Provision of specialized instructional support services to disadvantaged, handicapped, or limited English-speaking students
3. Assistance in the provision of employability and job search skills
4. Development of curricula and instructional materials
5. Tutorial assistance in vocational educational subject matter areas
6. Assistance in monitoring student progress
7. Identification of potential safety hazards
8. Participation in the evaluation of student work samples
9. Resource persons in career education centers
10. Development of work experience job sites
11. Supervision of on-site work experience
12. Establishment of job development contacts with employers
13. Placement of program completers in jobs
14. Location of part-time work for students
15. Conduct of job and task analysis for the purpose of curriculum development
16. Design of alternative school arrangements
17. Assessment of the adequacy of instructional materials for application to special populations
18. Performance of outreach and student recruitment functions
19. Location and follow-up of dropouts/early-leavers
20. Involvement of business and industrial personnel in school operations

### Administrative Support Services:

1. Assessment of community need for specific job skills
2. Determination of the nature and extent of special population needs for vocational education and support services
3. Participation in the development of local plans
4. Inventory of community resources for serving identified special population needs

5. Promotion of coordination between local community agencies
6. Assessment of the extent of community support for vocational education
7. Evaluation of the impact of vocational education programs
8. Development of community support for vocational education, especially among special population groups
9. Assistance in the collection, processing, and reporting of vocational education data
10. Service as citizen advisors to vocational education administrators

Another valuable role commonly assumed by educational volunteers is the community resource volunteer (CRV). The CRVs differ from those volunteers described above in that they are recruited on a special basis in response to a specific short-term need, rather than being committed to a schedule on a regular basis. Typical duties which CRVs can fulfill include the following:

- Making special presentations of interest to instructors and/or students (e.g., instruction in a new area of industrial applications, opportunities for women in the trades, quality control procedures in an area hospital).
- Leading field trips to potential employment settings.
- Providing on-site training for students.

The distinction is made between the community resource volunteer and the regular volunteer because program implementation strategies may differ for the two types. Differences in approach are noted as appropriate in the Implementation section of the Handbook.

## Responsibilities of The School

In conjunction with planning the roles and duties of volunteers in the vocational education program, consideration will also need to be given to the schools' responsibilities to volunteers. One of the district's initial responsibilities will be to extend its accident and liability insurance coverage to include volunteers. If volunteers will be transporting students, staff or other volunteers, secondary coverage automobile insurance should be provided by the district. While perhaps not necessary at the outset of the volunteer program, for its long-term prosperity the district may find it bene-

ficial to assume responsibility for providing volunteers with reimbursement or other assistance for transportation expenses, meals, and child care while they are involved in their volunteer assignments. More global responsibilities of the school and staff have been defined by McBride (1978) and are presented below.

- Prepare staff members to accept and respect the volunteer as a co-worker
- Provide orientation and training to the volunteer
- Provide jobs that are meaningful to the volunteer
- Be alert for volunteers with special needs or talents
- Give the prospective volunteer the same attention in regard to placement as a paid employee
- Make it possible for a volunteer to serve on a trial or probationary basis
- Realistically outline the time, skills and needs for carrying out the proposed job
- Provide an adequate, pleasant work space and clear instructions
- Accept the volunteer as part of the team, and include the volunteer in training and relevant staff meetings
- Involve the volunteer to extend services so more can be done within time and budget limitations

## Planning for Program Implementation

Implicit in several of the above responsibilities are items which will need to be considered prior to implementation of the volunteer program, e.g., orientation and training of staff and volunteers, development of job descriptions, provision of work space, screening and placement procedures. While each of these items will need to be planned for, they are essentially ongoing responsibilities which the school will need to attend to throughout program implementation. For this reason, they are discussed in more detail in the Implementation section of this Handbook.

As the preceding planning activities progress, the specifics of the intended program operations should be documented in the form of a written plan. The plan will first serve as a description of the proposed program, which can be reviewed by the various factions whose support will be needed for the success of the program. Furthermore, as the plan begins to take shape, program costs can be estimated in light of the

perceived scope of the program and its staffing and other resource requirements.

While the planning of the program might be performed by existing members of the school staff and members of the advisory committee, the subsequent administration, operation and further development of the program can be expected to require the attention of a program coordinator or director of the vocational volunteer program who can devote at least half-time to the program during its operation. In most educational volunteer programs, the director or coordinator of volunteers is a full-time salaried position (Chambers, 1972; MacBride, 1980; Bender, 1975, Perkins, 1966). By making this a paid position within the school system, the responsibility for administration of the program is centralized, more effective utilization of resources is possible and constant and continuing management for the program is available to ensure smooth operation of the program. Whether the position is full-time or less than full-time will depend upon the scope of the program (e.g., number of schools involved, number of volunteers to be recruited and screened, etc.).

## Financial Considerations

### Program Costs

In addition to the costs associated with the volunteer program director's salary and fringe benefits, the school system will need to anticipate the costs associated with providing the director with office furniture and equipment, telephone service, postage, routine office supplies, secretarial and clerical assistance (although these might be provided by volunteers), and local travel reimbursement. Other costs which may need to be budgeted for include insurance coverage for volunteers, travel reimbursement for volunteers, printing (promotional materials, volunteer directory, etc.), special events (volunteer recognition programs, seminars and workshops), publications, and coffee, meals and child care expenses for volunteers. Some of these costs may be significantly reduced or avoided entirely due to administrative decisions regarding the operation of the volunteer program, e.g., that volunteers will not be provided child care services or reimbursement; that all printing will be performed by the school's graphic arts curriculum; that existing office furniture and equipment will be made available for use by the vocational volunteer program.

Based on the costs associated with four vocational volunteer programs of 12 months duration, one should anticipate that a year-long program will cost between \$2,000 and \$9,000 exclusive of the salaries and fringe

benefits for the program director and secretarial support.

### Funding Sources

Potential sources of funding for the program will need to be identified, and multiple funding sources may prove to be necessary in order to cover all aspects of the program's operations. One possibility is to apply for funding under Subpart 3—Program Improvement and Supportive Services—of the Vocational Education Amendments of 1976 (P.L. 94-482). Local educational funding, of course, should also be explored with regard both to initial program costs and more long-term funding should other funding be secured for a short-term demonstration project.

With regard to local matching requirements, it is important to note that the federal regulations pertaining to the Vocational Education Amendments of 1976 (P.L. 94-482) specifically preclude counting the services provided by volunteers as a part of the State/local match of federal dollars: "Only actual expenditures of State and local funds shall be accepted as part of the State's matching and maintenance of effort requirements. This means that in-kind contributions shall not be used as part of the State's matching and maintenance of effort requirements" (CFR, §104.301d). However, this restriction does not apply to all other sources of federal funding for education which require State or local matching of federal dollars: "Volunteer service may be counted as matching or cost sharing if it is an integral and necessary part of an approved program" (CFR, §100b.93).

Funding from private foundations and corporations is another possibility for supporting the program, particularly during its developmental and initial implementation phases. In general, foundation support is for innovative educational activities on a short-term basis, so continued funding would have to come from other sources. Corporate support is more likely to be release time for its employees to volunteer—including the possibility of serving as director of a vocational volunteer program—than it is to be a direct grant for program activities. However, even where corporations do sponsor employees on social service leave for an extended period of time, the time frame is rarely more than one year. Therefore, whether initial financial support is sought from foundations or corporations, the school or college should be prepared to assume financial responsibility for the volunteer program following a demonstration period.

## Evaluation

A tentative plan for evaluating the success of the program should be developed prior to preparing any formal request for funding the vocational volunteer program. Such a plan would indicate the objectives of the volunteer program, how the objectives are to be measured, and the anticipated time-frame for measuring the achievement of objectives. However, the feasibility of achieving the initial set of objectives will depend upon the amount of resources committed to the program, and therefore the evaluation plan will probably need to be modified in response to the actual level of funding obtained.

Since evaluation should be an on-going component of the vocational volunteer program, more specific information concerning program evaluation is presented in the final chapter of this Handbook.

## II. Program Administration

### Administrative Structure

As noted in the previous chapter, the volunteer program should be managed by a coordinator or director of vocational volunteers. This should be a paid position. The location of this position within the administrative structure will need to be determined before program operations begin. Where an existing school volunteer program is in operation, the coordinator of vocational volunteers can be a position under the direct line and jurisdiction of the director of the school volunteer program. Such an arrangement will facilitate coordination of functions common to both types of programs (i.e., recruitment, selection, placement, etc.). However, in this situation it is imperative that formal channels of communication be established between the coordinator of vocational volunteers and the director of vocational education programs within the district, school or institution. Without effective communication and coordination between these two positions, the success of the vocational volunteer program is doubtful.

Where a school volunteer program is not currently operating, it is recommended that the coordinator of vocational volunteers be a position which reports directly to the local director or district dean of vocational education if the volunteer program is to involve more than one school or institution. Where the program is to operate in a single school or institution, the coordinator can be a position under the administrative direction of the dean of vocational education, the principal of the school or the president of the institution. The intent should be to locate the coordinator position directly under the position which provides the greatest direction to the school's vocational education program (see Figure II-1). Whether this is the school principal, president of the institution, or dean of vocational education will depend upon the particular setting in which the volunteer program is to be implemented.

### Support Requirements

In addition to the position of coordinator or director of vocational volunteers, provisions will need to be

made to provide that person with secretarial services. At the outset of the program this will probably require approximately a half-time secretarial assignment, and existing secretarial personnel may be able to carry the additional work generated by the vocational volunteer program. It also might be possible to employ a work-study or cooperative education secretarial student to provide secretarial services at a minimum cost to the program.

The coordinator of the program will need to be provided with office space and furnishings which are conducive for interviewing potential volunteers in a private setting. Additional space, perhaps where the secretary is located, will need to be available so that applicants or other interested individuals can be seated comfortably while waiting to meet with the coordinator.

Office equipment and support services which should be provided to the volunteer program office include filing cabinets, typewriter(s), telephone(s), photocopying equipment (or access to such equipment), desks, chairs, and bookcases. Office supplies which will be needed by the program will likely include postage, printed stationery, specially prepared recruitment and application forms, promotional literature, and everyday office items such as staplers, tablets, pens, pencils, paper clips, typewriter ribbons, etc.

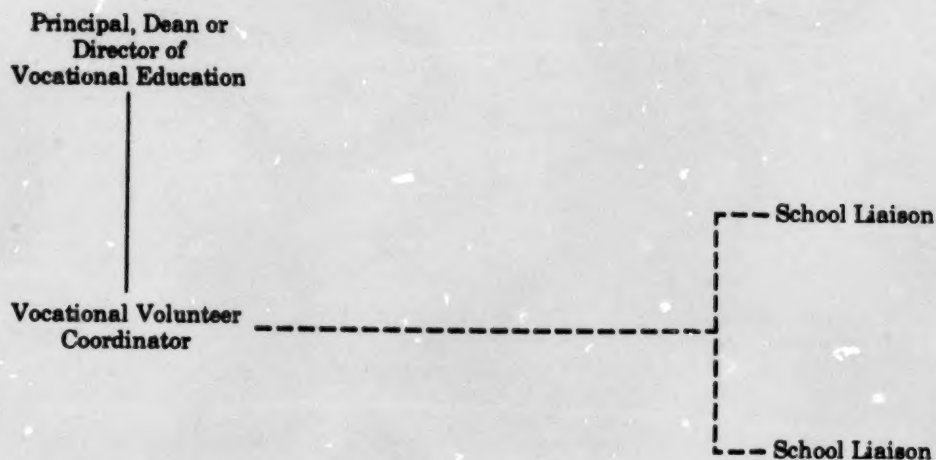
### Program Monitoring and Record Keeping

Part of the administration of the volunteer program will entail the collection of information for use in monitoring program activities and the expenditure of program resources. The coordinator of the program as well as other administrative personnel will need to determine the specific types of information which they will want to maintain on program operations. Certainly, provisions must be made for monitoring the program's expenditures in relation to its operating budget. The reimbursement of volunteers' out-of-pocket expenses, such as meals and travel, will need to be monitored routinely so as to ensure prompt payment and avoid over-expending the program's budget. A balance sheet for the program should be updated at

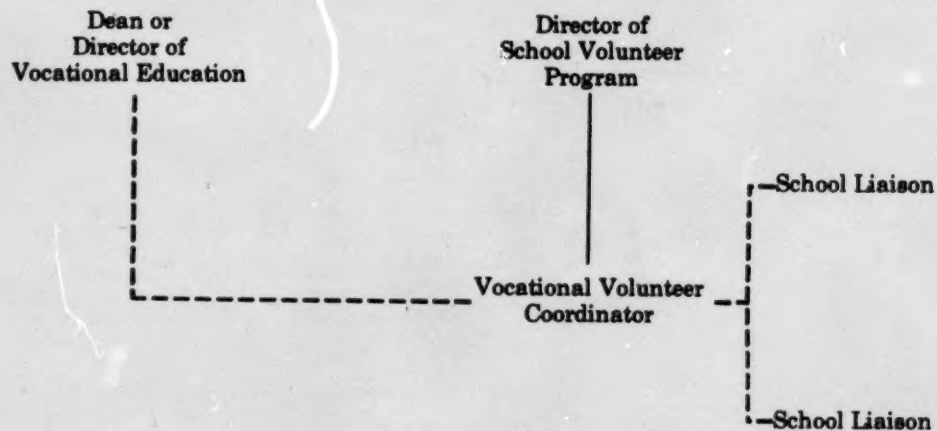
Figure II-1. Possible Organizational Arrangements for Vocational Volunteer Program

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**Organizational Structure Without  
An Existing School Volunteer Program**



**Organizational Structure Within  
Existing School Volunteer Program**



least monthly to show the remaining funds available by budget line items, (e.g., salaries, travel, printing, telephone, etc.).

The volunteer program coordinator should maintain a current record of volunteers participating in the vocational education program. There are several reasons for this. First, the coordinator will need to ensure that all volunteers have met the necessary health standards and liability insurance requirements of the program. This can only be accomplished if the volunteer program office maintains records on current volunteers. Second, the volunteer program office should be able to contact directly all current volunteers to inform them of any changes in program operations (e.g., travel reimbursement rates, health and insurance requirements, personnel changes, etc.), and to inform them of upcoming events which may be of interest to them (e.g., workshops, school open-house, ceremonial events, etc.). Third, a thorough record of volunteers who participate in the vocational education program can be extremely helpful when it comes time to assess the extent to which volunteers have performed their intended roles. In this regard, volunteers expect and deserve a performance appraisal conducted at least annually which can enable them to review their progress, needs and accomplishments in light of their volunteer assignment.

A centralized filing system should be established to organize the information contained in the volunteer application forms, interview summaries, the request for volunteer forms, and the volunteer placement records, (samples of these forms are presented in Chapter IV). The filing system should be designed to make it easy to differentiate between those volunteers who are waiting for a volunteer assignment and those who are currently working as vocational volunteers. This can be accomplished by using either completely separate files, or by using color-coded tabs or file folders to differentiate new volunteers from active volunteers, returning volunteers and former volunteers.

A separate set of records should be maintained on the instructors and other school personnel who are participating in the vocational volunteer program. As with the information on volunteers described above, the record system should be designed to make it easy to differentiate between those instructors who are currently working with volunteers and those whose requests for volunteer assistance have yet to be filled. A third category should be provided for filing records on school personnel who previously participated in the volunteer program but are no longer working with volunteers. This latter category may be particularly helpful when assessing limitations in the program as part of the program's evaluation activities (see Chapter IV).

As the record-keeping system increases in size and complexity, a cross-referenced central index should be developed to enable rapid access to the appropriate files. For example, if volunteer applications are filed alphabetically, a cross-reference index might be developed to locate the names of applicants classified by their skills and interests. In this way, the program coordinator would be able to identify quickly all applicants who shared similar skills and interests relevant to the vocational volunteer program's objectives. The use of such an index is particularly advantageous when applicants have multiple skills to offer or when the 'volunteer' is an organization which can provide a number of different types of voluntary assistance to the vocational education program.

If the vocational volunteer program has access to a word processor or microcomputer, these can easily be applied to maintain program records and match volunteers to assignments. They also can greatly reduce the amount of secretarial time required for written correspondence with potential or active volunteers, since they are ideal for personalizing form letters.

## Volunteer Program Supervision

While the overall management of the volunteer program will be the responsibility of the program coordinator, most of the direct supervision of volunteers will be provided by the vocational education instructors or other school personnel who requested the assistance of volunteers. The nature of the volunteer assignment will likely determine the most appropriate procedure for providing on-the-job supervision to the volunteer. Where the volunteer is placed in a continuing assignment with a vocational course, the course instructor would be the volunteer's immediate supervisor. However, if the volunteer is assigned to work with a particular student on a continuing basis, the supervision of the volunteer could be the responsibility of one of the student's instructors, a counselor, or another member of the school staff.

At each school participating in the vocational volunteer program, one member of the school staff should be assigned responsibility for coordinating program activities. This person could be an instructor, counselor, the principal, a department head, or a secretary who would serve as liaison between the volunteer program office and the school. Thus the need for such a person is greatest where the program coordinator's office is not located at the school or institution participating in the volunteer program. The school liaison would assume responsibility for supervising the coming and going of volunteers within the school. This would include ensuring that park-

ing space is available for volunteers, that the volunteer sign-in/out procedure is followed, that request forms for volunteer assistance are available to vocational personnel, and that volunteers are aware of school policies and procedures. These responsibilities can be performed by various members of the school staff on a rotating basis each semester or year; it should not require the hiring of another staff member.

## Staff Relations

The development and perpetuation of a positive relationship between the volunteer program and vocational education staff is imperative for the success of the program. Through the involvement of staff in the planning of the program and staff orientation sessions during program implementation, a foundation is established upon which a positive relationship can be built. The perpetuation of that positive relationship can be enhanced by actively seeking to identify problems as they arise and by developing strategies for overcoming those problems.

To identify potential problems which could jeopardize staff relations, the volunteer program office will need to keep attuned to the staff's response to the program and their perceptions of the program's limitations. This can be accomplished by periodically contacting staff members who have requested volunteer assistance and asking them for an appraisal of the assistance which they received. This serves not only to identify program limitations but also to foster the attitude that the volunteer program office is committed to improving its services in response to staff needs and recommendations. The volunteer program office should also encourage the participating staff to contact the office whenever they are experiencing difficulty in working with a volunteer. It should be made clear to each participating staff member that the volunteer program office is ready to be of assistance to them at any time that they are experiencing a problem pertaining to the volunteer program. A discussion of these points should be held during the staff orientation sessions, as described in the next chapter.

For additional information on the administration of volunteer programs, the following publications are recommended.

*Volunteer Administration*, published quarterly by the Association of Voluntary Action Scholars, The Pennsylvania State University, University Park, PA.

*Voluntary Action Leadership*, published quarterly by VOLUNTEER: The National Center for Citizen Involvement, Washington, D. C.

*The Effective Management of Volunteer Programs*, by Marlene Wilson. Volunteer Management Associates, Boulder, CO. 1979.

*Helping Hands: The Key to Success*. Office of Training and Human Development, YMCA of Metropolitan Chicago, 1979.

### III. Program Implementation

If the preceding sections of this handbook have been followed, by the time you are ready for implementing a vocational volunteer program you will have a written plan to guide you in your efforts. The time and energy which were expended in developing that plan will prove to be well invested throughout the program implementation process.

#### Staff Orientation

During the planning of the vocational volunteer program, initial steps will have been made toward informing members of the administration and staff of the intended purpose of the vocational volunteer program and the potential roles which volunteers could play to improve the quality of the vocational education program. At that time, interaction with members of the staff also served to gain input from them concerning what they believed to be appropriate for inclusion in the vocational volunteer program.

#### Objectives of Orientation

Once the decision has been made to proceed with implementation of a vocational volunteer program, additional orientation should be provided to stimulate further staff interest in and support for the program. The following represent typical objectives of staff orientation:

1. To acquaint the staff of the school with the goals and structure of the volunteer program
2. To define areas of curriculum or program activities which can be carried out by volunteers under professional supervision
3. To equip staff members with techniques for fostering sound interpersonal relationships with volunteers
4. To interest staff members in inservice training and assistance as they work with volunteers

5. To explain the need for meaningful evaluation leading to the improvement of the volunteer program (From Chambers, 1972)

#### Orientation Sessions

An announcement of the plan to implement a vocational volunteer program can serve as the initial step in orienting the staff to the new program. If possible, the announcement should include a statement from the school board or president of the institution indicating their support for the program. The announcement should also provide information on the goals of the program, the potential services to be provided by volunteers, the name and location of the coordinator of the volunteer program, and possibly the scheduled dates for orientation meetings with members of the staff.

Orientation meetings will need to be tailored to local circumstances. In some settings it may be possible to offer an orientation to the vocational volunteer program as a topic for presentation at a regularly scheduled meeting of the faculty. In other situations it may be necessary or advantageous to schedule separate meetings for faculty orientation. Other methods of providing orientation, as cited by Helgeson (1975), include special workshops, newsletter articles, periodic workshops, and combined sessions with both teachers and volunteers in attendance.

The orientation meetings should be structured so as to allow for two-way communication between faculty members and the volunteer program director or school coordinator. While some of the faculty may have received an orientation to the program through their involvement in its planning, others will have no prior knowledge of the vocational volunteer program. For this reason, it is essential that the program coordinator be fully prepared to answer the wide variety of questions likely to be raised by persons who have given little previous thought to working with vocational volunteers.

Considerable thought and effort should be given to preparing for the staff orientation sessions. In addition to the oral presentation, handouts should be pro-

vided which describe the organization of the volunteer program, guidelines for working with volunteers, and sample volunteer job descriptions. Topics for inclusion in the presentation might include:

- the roles of vocational volunteers
- benefits which can be realized through the involvement of volunteers
- goals and objectives of the vocational volunteer program
- services provided by the volunteer program staff
- volunteer recruitment, screening, selection, training and placement procedures
- pre-service planning for instructors working with volunteers
- preparing instructors to work with volunteers
- instructors' responsibilities in working with volunteers
- providing growth opportunities for volunteers
- problem resolution procedures
- evaluation of the vocational volunteer program
- identifying your needs for volunteer services
- student orientation

If the program has a community resource volunteer component, instructors will need to be given more information how to prepare for the program, orient the volunteer and act as a host for the program.

Staff orientation to the program should continue to be offered as the volunteer program expands. Provisions will therefore need to be made to alert staff to upcoming orientation sessions or to enable them to sign up for orientation on an as-needed basis. The school administration should evidence its support for the program by providing paid staff with the time necessary to attend orientation sessions.

## Community Relations

Whereas staff orientation serves to create a climate within the schools which will be supportive of the volunteer program, community relations serves a similar function outside of the schools. It is from the community that volunteers will be recruited, and the success of recruitment efforts will depend upon the relationship built between the program and the community. In the words of Marie MacBride (1979), "A director of volunteers who maintains continual contact with the various segments of his/her community will never lack sources of volunteers."

Community support for the program should be cultivated during the planning of the program and continue to be nurtured throughout the duration of program activities. Community representatives who were involved in planning the program should be recognized for their contributions to the planning effort and kept informed of the progress being made. Other community leaders and influential groups should also be contacted and made aware of the volunteer program, its purpose, and the benefits which it can bring to the school's vocational education program and the community at large.

Informing the community of the vocational volunteer program can begin just prior to recruitment and continue thereafter on a regular basis. Indirect approaches such as newspaper articles, radio talk shows, television news coverage, bumper stickers, billboards, posters and numerous other means can be used to alert the public to the existence of the program. However, prior to initiating a public awareness campaign it is important that the volunteer program be prepared to respond to inquiries which are likely to result from the publicity; potential volunteers are likely to lose interest if their inquiries are not responded to promptly.

The importance of maintaining good relations with community organizations and other local groups cannot be overemphasized. In some instances this may entail the coordination of efforts between the vocational volunteer program and other volunteer agencies (e.g., the coordination of recruitment with the local Voluntary Action Center). In other cases support for the program can be maintained by keeping various groups informed of program activities and expressing appreciation for the assistance provided by those groups. Above all, it must be realized that the alienation of a single group can have a ripple effect through other community organizations, which can ultimately result in the loss of many volunteers or even termination of school board support for the program.

## Identifying Specific Needs for Volunteer Assistance

During the planning of the vocational volunteer program, it was suggested that a preliminary assessment of needs be conducted to determine the various types of volunteer services needed by the vocational program and the potential magnitude of those needs. That assessment of needs will have served as a basis for clarifying the roles and duties of vocational volunteers and developing preliminary job descriptions. As the program enters the implementation phase, it will be necessary to identify specific needs for volunteer

assistance among the various members of the vocational program staff. Prior to any recruitment effort it will be necessary to identify specific needs representing potential assignments available to vocational volunteers. Through the identification of those specific needs, the recruitment and placement of volunteers will be guided and additional job descriptions can be developed. A sample volunteer job description, for a Vocational Shop/Laboratory Assistant, is presented on the following page.

The development of volunteer job descriptions should be the responsibility of the director of the vocational volunteer program. By maintaining this as part of the director's responsibility, there is less of a possibility that a volunteer position will be created which is perceived negatively by other members of the school staff. However, in the development of new position descriptions, the director should encourage input from faculty and others so that the position descriptions accurately reflect their needs.

While the identification of staff needs for volunteers should be a continuing process throughout the duration of recruitment, a major effort should be made shortly prior to recruitment to identify potential volunteer assignments. Requests for Volunteer(s) forms distributed to members of the staff are quite frequently used to identify specific needs for volunteer assistance. A sample form used to identify requests for volunteers is presented on page 19.

A similar form can be used to obtain requests for community resource volunteers (CRVs). If a file or handbook of resource persons is available, instructors may request the CRV by name. Alternatively, or if it is the first round of requests, they may request a particular topic, topical area or type of activity. A sample form for requesting CRVs is presented in the section of placement. This may be accomplished in conjunction with the requests for regular volunteers or, as described in later sections, as part of the placement process.

The distribution of the Request for Volunteer(s) forms can be accomplished through the school mail, at regular staff meetings, or at orientation sessions where staff members are made aware of the purpose and goals of the vocational volunteer program. Regardless of the distribution procedure selected, it is generally advisable to limit distribution to those members of the staff who have already participated in an orientation meeting or been provided orientation materials. Through attending an orientation session the staff members will be made aware of the various types of activities planned for volunteers, the training available to volunteers and staff, the responsibilities which they will be assuming when working with a volunteer, and other aspects of the program which

will enable them to make an informed decision regarding their desire to request and be assigned a vocational volunteer.

Prior to distribution of the Request for Volunteer(s) form, it is important that a procedure be established for processing the forms as they are received by the Vocational Volunteer Program. The following steps delineate a suggested procedure:

1. Screen each form to ensure that it is complete and that the type of volunteer assistance requested is clearly understood. Request additional information as necessary.
2. Classify the completed forms according to the volunteer job description or type of assistance needed.
3. Review the file of available volunteers to determine if an appropriate applicant is available. If not available, recruit to fill the position.
4. Notify the staff member that his/her Request has been received and the status of the Request.

Since the initial identification of specific staff needs for volunteers should precede the first volunteer recruitment campaign, there is likely to be a delay between the time the Requests are received and the time when appropriate volunteers are located. The vocational staff should be made aware of this anticipated delay so that their support for the volunteer program does not turn to disappointment during the time required for the first recruitment drive. As the program develops and a file of potential volunteers is maintained, there should be less of a delay between the receipt of a Request and the location of an appropriate volunteer. However, even when an appropriate volunteer can be immediately identified to fill a particular Request, some delay should be anticipated by the vocational staff in order to allow time for volunteer orientation and training (where necessary). For these reasons, the volunteer program office should respond to each request for a volunteer to inform the staff member of the likelihood that his/her request can be filled in the time frame indicated on the Request Form.

Unfilled Requests for Volunteer(s) will need to be periodically reviewed and updated so that the volunteer program staff will know which potential assignments are still available. Through telephone or mail contact the volunteer program office can verify the current availability of unfilled Requests and remove from the files those Requests which are no longer current. By keeping the records of available assignments up to date, recruitment and placement efforts can be directed at those assignments which offer definite placement opportunities.

## **Vocational Volunteer Job Description**

- **Job Title:** *Vocational Shop/Laboratory Volunteer*
- **School/Department:** *All District Schools/Trade & Industrial and Technical Education*
- **Time Requirements (Length/Schedule):** *One semester/minimum of 1 hour per week during school hours*
- **Objective of Position:** *To assist the shop/laboratory instructor in preparatory and instructional duties*
- **Responsibilities and Tasks:**
  1. *Demonstrate industrial applications of technical principles*
  2. *Assist in providing individual or small group instruction to students*
  3. *Assist students with special projects*
  4. *Demonstrate safety principles in work behavior*
  5. *Provide assistance to the instructor in preparing instructional materials and evaluating student performances*
- **Qualifications:**

**Education:** *Minimum of high school diploma in Trades & Industrial or technical field or appropriate on-the-job training*

**Experience:** *Work experience in an industrial shop/laboratory/related to vocational instructional area*

**Personal Characteristics:** *Ability to relate well with others, to communicate effectively on a student level and to demonstrate good work habits. Positive attitude toward teaching and learning.*

**Other desirable skills/interests:** *Some knowledge of teaching/learning principles*
- **Training to be Provided:** *Volunteer pre-service training to familiarize volunteer with school equipment/machinery and course objectives*
- **Miscellaneous Requirements/Comments:** *Afternoon and evening classes are being offered*

(Name of Vocational Volunteer Program)

(Address)

(Telephone Number)

**REQUEST FOR VOLUNTEER(s)**

Date: \_\_\_\_\_ Department/Curriculum: \_\_\_\_\_

Contact Person: \_\_\_\_\_ Location: \_\_\_\_\_

Number of Volunteers  
Needed: \_\_\_\_\_ Phone/Ext.: \_\_\_\_\_

Type of Service Needed and Major Responsibilities  
(Attach Job Description if available): \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Qualifications (education, work experience, special skills): \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Duration of Assignment: \_\_\_\_\_

Days and Hours: \_\_\_\_\_

Preferred Starting Date: \_\_\_\_\_

\*\*\*\*\*

**DIRECTOR OF VOCATIONAL VOLUNTEERS' RECORD**

\*\*\*\*\*

Date Request Filled: \_\_\_\_\_

Volunteer Assigned: \_\_\_\_\_ ID# \_\_\_\_\_

Reason Unable to Fill: \_\_\_\_\_  
\_\_\_\_\_

## Recruitment of Vocational Volunteers

Recruitment provides the means by which contact is made with individuals and organizations who are potentially willing to provide volunteer services to the vocational education program. It is similar in some respects to the development of community support for the volunteer program, although the purpose of the latter is much broader than recruiting volunteers. Through various recruitment procedures, members of the community are not only informed of the purposes of the volunteer program, they are also made aware of the types of volunteer skills or services needed and are asked to help in meeting those needs.

In seeking the assistance of vocational volunteers it is important to consider the various factors which motivate people to take on volunteer responsibilities. If one begins with an understanding of why people volunteer, then it is much easier to develop a recruitment program which will make the idea of volunteer work most appealing to prospective volunteers. In this regard, Wilson (1979) cites the following factors as being frequently stated reasons for volunteering:

- the desire to utilize special knowledge and skills;
- the need for a sense of security that results from feeling one's life has purpose, meaning and significance;
- the need to be a part of activities that have neighborhood, community, regional or national importance;
- the desire to help others;
- the desire for recognition and status;
- the need to feel useful and needed;
- an interest in learning new skills and participating in enjoyable and rewarding activities;
- the desire to gain visibility and skills that will help advancement in employment and social arenas;
- the need to actively utilize leisure time and reduce loneliness, isolation and pressure.

In addition to the personal reasons cited above, a vocational volunteer program can also appeal to business and industries. In this regard, Burt and Lessinger (1970) state that "the single most important and pervasive reason for industry volunteer involvement in public education is industry's concern for an assured continuing supply of well-educated and properly trained manpower."

The variety of factors which motivate people to provide volunteer services makes it clear that what appeals to one person might not appeal to another. For this reason, the messages which are to be conveyed to prospective volunteers should reflect the potential

rewards which the program can offer the volunteers as well as the vocational education program.

## Recruitment Procedures

At the heart of a successful recruitment campaign are: information on the types of volunteer services needed, knowledge of where to locate people who can provide those services, and the utilization of multiple strategies for contacting those people to request their assistance. Recruitment procedures should therefore be selected after the specific needs for volunteers have been identified, so that the personnel responsible for recruitment will have an informed perspective of the types of persons to recruit and the alternative procedures available for recruiting these particular types of people. As noted by Davis and Maguire (1977), "Erratic [recruitment] activities performed sporadically, without coordination, will produce disappointing results."

Helgerson (1976) classifies recruitment procedures into three major categories: (1) individual approaches, (2) group approaches, and (3) approaches to the public at large. She provides the following categorization of various recruiting techniques within these three major categories:

- Individual: Telephone call; word of mouth; school newsletters or flyers; direct mailings; door-to-door; coffees or teas.
- Group: Speaker's Bureau, brochures; in-house organizations; meetings/open houses; bulletin boards.
- Public: Bumper stickers; radio and television; newspapers; posters; exhibits; volunteer action center/volunteer bureaus; outdoor advertising.

Regardless of which approaches are utilized, eventually an individual contact will need to be made with the prospect in order to determine his/her interests and suitability for performing volunteer work in conjunction with the vocational education program.

In general, group and public approaches reach a larger segment of the community than do individual approaches. However, the selection of recruitment strategies should not be guided strictly by the number of people contacted, or even the number of people indicating an interest in becoming vocational volunteers. Rather, the critical factor is the extent to which the techniques will serve to recruit people who possess the types of skills needed by the vocational education program. When the volunteer program has a number of different assignments that do not require unique skills or experience, group and public appeals may

prove the most effective means for recruiting volunteers. On the other hand, when a limited number of volunteer assignments is currently available, or when specific skills are needed which are possessed by only a small segment of the community, individual or targeted group approaches to recruitment tend to be more effective.

Some documentation exists on the relative effectiveness of various methods for recruiting volunteers. One report (Hooper, 1976) touching upon this subject indicates that the educational volunteers who participated in a school volunteer program first learned of the program from the following sources:

| Source                     | Number | Percent |
|----------------------------|--------|---------|
| Letter from school         | 114    | 55      |
| Friend                     | 64     | 31      |
| Call from volunteer office | 24     | 12      |
| Newspaper                  | 4      | 2       |
| Television                 | 1      | 0       |
| Radio                      | 0      | 0       |
| Literature rack            | 0      | 0       |

More recently, the effectiveness of various recruiting strategies was reflected in the results of a 1981 survey of volunteers conducted by The Gallup Organization. For a national sample of 843 persons who participated in volunteer activities, 44 percent first became involved because someone asked them to volunteer; 29 percent had a family member or friend involved in the activity or benefiting from it; and 31 percent became involved through their participation in an organization or group. Only 6 percent of the sample first learned about the volunteer activity through radio, television or printed sources (Voluntary Action Leadership, 1982). These results support the reports of others that personal or direct contact with prospective volunteers is the most successful approach for recruitment (Levine and Schmitz, 1973; Davis and Maguire, 1977).

### The Individual Approach

Davis and Maguire (1977) report that the person-to-person approach for recruiting educational volunteers is "particularly useful in relation to blue-collar workers, white-collar workers, handicapped persons and socially or culturally disadvantaged individuals." Through interaction with the prospective volunteer, the recruiter can explain the unique contribution which the individual can make to the vocational program, provide details on the requirements of the

assignment, emphasize the importance of the assignment in furthering the objectives of the community's vocational education program, and demonstrate how volunteering can be personally satisfying and beneficial to the volunteer. A written job description should be provided to the potential volunteer, and the recruiter should be prepared to answer questions about the vocational education program as well as the vocational volunteer program. If the individual is interested in accepting the assignment, the recruiter should ask the prospect to complete a Volunteer Application Form prior to the end of their meeting. A sample Application Form is presented on the following page; the examples of volunteer work should be modified to reflect the specific needs of the school's vocational education program.

Locating potential volunteers who possess particular skills needed by the vocational education program can best be accomplished through contacting organizations and groups for referrals and personal recommendations. This approach not only provides the recruiter with the names of likely candidates, it also informs the prospect that he/she has been specifically recommended by personal acquaintances as being particularly well qualified to fulfill the necessary assignment. If a prospect declines to serve for one reason or another, the recruiter can ask him/her to recommend another individual who might be interested in filling the assignment. In this way a denial can result in a productive lead toward locating the right person. Potential groups to contact for initial leads might include:

- labor unions
- private businesses
- professional and trade associations
- senior citizens' groups
- local Voluntary Action Centers
- fraternal organizations, men's clubs
- women's clubs and organizations
- local colleges and universities
- local Chamber of Commerce

Contacts with existing members of curriculum advisory committees and vocational education general advisory committees should be fully explored for potential sources of new volunteers. Since these committee members have already evidenced their support for vocational education, their assistance and full cooperation can generally be counted upon.

The volunteer recruiter should also seek to identify local employers—particularly large ones—who have

(Name of Volunteer Program)  
(Address)  
(Phone Number)

### VOLUNTEER APPLICATION FORM

Name \_\_\_\_\_ Telephone \_\_\_\_\_

Address \_\_\_\_\_

Zip Code \_\_\_\_\_

Special interests, skills or hobbies: \_\_\_\_\_

\_\_\_\_\_

Occupation: \_\_\_\_\_

Related Training: \_\_\_\_\_

\_\_\_\_\_

| Hours Available | SUN | MON | TUES | WED | THURS | FRI | SAT |
|-----------------|-----|-----|------|-----|-------|-----|-----|
| Morning         |     |     |      |     |       |     |     |
| Afternoon       |     |     |      |     |       |     |     |
| Evening         |     |     |      |     |       |     |     |

Total Hours Available Weekly \_\_\_\_\_ Monthly \_\_\_\_\_

Are you interested in a continuing assignment [ ] or in a short-term [ ] or one-time assignment [ ]?

What type of volunteer work are you interested in?

- |                                           |                                  |
|-------------------------------------------|----------------------------------|
| _____ Assist in the classroom             | _____ Curriculum development     |
| _____ Work with an individual student     | _____ Student outreach/follow-up |
| _____ Technical assistance to instructors | _____ Special Projects           |
| _____ Administrative Assistance           | _____ Transportation             |
| _____ Guest lecturer on _____             | _____ Other _____                |

Have you previously served as a volunteer? \_\_\_\_\_

Where? \_\_\_\_\_

What kind? \_\_\_\_\_

benefited from the vocational preparation provided to their employees, and request their cooperation in locating persons to serve as vocational volunteers. Frequently employers will arrange special employee orientation sessions, meetings or displays in the building which serve to interest and attract their employees to the volunteer program. In fact, some employers provide release time for their employees who will spend that time doing volunteer work. IBM, Xerox, Western Electric, Wells Fargo, Honeywell, Levi Strauss & Company, and Northrop Corporation are a few of the pioneering corporations which have established procedures to encourage their employees to take on volunteer assignments. *Volunteers from the Workplace* by Kerry Kenn Allen, and *Volunteer Industry Involvement in Public Education* by Burt and Lessinger offer a wealth of information on how to promote voluntary assistance from businesses and labor organizations.

### Group and Public Approaches

Indirect approaches for recruiting vocational volunteers, such as newspaper articles, radio and television announcements, billboards and posters, brochures, bumper stickers, and flyers, are capable of informing large numbers of persons of the need for vocational volunteers. They can be extremely effective when used in conjunction with direct volunteer recruitment efforts, since they alert prospective volunteers to the existence of the program prior to being contacted by a recruiter. However, they all suffer from the same drawback: they rely on the individual to take the initiative in making further contact with the volunteer program. Furthermore, where volunteers are needed who have rather specific skills, these indirect approaches can recruit a disproportionate number of individuals who do not fit the needs of the vocational volunteer program. As a result, the program staff will need to spend more time screening potential volunteers and referring those who are not needed to other agencies which might be able to utilize their skills. It must be emphasized that community support for a volunteer program can be jeopardized by turning away offers of volunteer assistance. The program staff will need to be as patient and pleasant when interviewing a prospect who can't be placed as they are when interviewing the ideal prospect. In this regard, the following procedures are recommended when turning down an offer for volunteer services:

- Explain the decision courteously
- Be honest with the applicant
- Emphasize the strengths of the applicant

- Discuss other ways a volunteer may help
- Refer the applicant to another program or agency (from Helgerson, 1974)

### Implementing the Recruitment Program

Planning, organization and coordination are three essential ingredients in the successful implementation of a volunteer recruitment program. The timing and strategies for recruitment will need to be planned to correspond with the operational cycle of the vocational education program and its needs for volunteer assistance. Recruitment strategies will have to be considered in light of their potential effectiveness and the resources available for recruitment. Recruiters will need to be identified and trained, and someone will have to be assigned primary responsibility for coordinating the recruitment program.

It is advisable to appoint a vocational volunteer recruitment committee to assist in organizing and implementing the recruitment program. Such a committee is comprised of volunteers and school personnel, including one or more members of the vocational volunteer program staff. Committee members play a major role in the actual recruitment of volunteers, although they are also encouraged to seek the assistance of other individuals who can help with specialized recruitment efforts. The activities of the committee are coordinated by the Director of the Vocational Volunteer Program or a staff coordinator for the volunteer program.

Where indirect recruitment strategies are to be used, the recruiters will need to be prepared to respond to inquiries from prospective volunteers. Volunteer Application Forms will need to be designed and reproduced prior to initiating the recruitment campaign, and information on available assignments will need to be organized so that it can be quickly accessed by recruiters. Procedures for responding to inquiries from prospective volunteers have been delineated by the National Center for Voluntary Action (Miller, 1972) and are summarized below.

#### Inquiries received by mail:

1. Review the correspondence and determine which of the following procedures is preferable.
  - a. Mail application to the prospect and suggest that an interview be scheduled.
  - b. Mail additional information if the prospect mentioned a specific area of interest in which he/she would like to work. Program brochures, description of available jobs, etc. may be helpful.

- c. Call the prospect and arrange an interview.
2. Make a record of the response in the Activity Log and list appointment if scheduled.

**If inquiry is by telephone:**

1. Answer questions the prospect may have as fully as possible and schedule an appointment; and/or send application by mail if prospect wishes and ask him or her to call for an appointment when convenient.
2. Record the action in Activity Log.

If prospect drops in at the volunteer office or recruitment center:

1. Invite the prospect to complete an application. (Be sensitive to the applicant's dislike or difficulty in completing the form; if the slightest hesitancy is shown, seek an appointment with an interviewer as soon as possible.)
2. Enter appropriate information in Activity Log and introduce the applicant to the interviewer.
3. If application is not complete, the interviewer can carry on a conversation as she/he completes the form and puts the prospect at ease.
4. If interviewer is not available, schedule an appointment at the earliest possible date and record in the interview appointment book.

The selection of individuals to conduct the recruitment and interviewing of prospective volunteers should concentrate on those persons who can generate enthusiasm and interest on the part of the applicant. Oftentimes volunteers who have participated in the program can become very effective recruiters. As Harriett Naylor (1973) describes it, "Full of firsthand testimony and with a stake of their own in seeing the work continue, active volunteers who are enjoying their jobs are the best possible energizers for new ones."

## Screening and Selection of Applicants

A successful recruitment campaign can result in the identification of numerous individuals who express an interest in serving as vocational volunteers. Once these individuals are identified, a screening and selection process is used to determine which of the prospects can meet the basic criteria established for selecting volunteers. In some instances, selection and placement of volunteers take place at the same time; nevertheless, selection (or screening) of volunteers is a necessary condition for placement.

## Rationale for a Screening Process

The screening and selection of applicants should not be considered in any way inappropriate because of the fact that the applicant is offering to provide free services to the school. A screening process can be as advantageous to the applicant as it is to the volunteer program, since it can prevent the applicant from entering a situation in which she or he would not be comfortable or satisfied. Marlene Wilson (1976) strongly advocates a thorough screening process for the following reasons:

1. The clients of the agency must be protected. They must be helped, not hindered by any volunteer involvement;
2. The agency's reputation is greatly affected by the volunteers who work there;
3. Morale of paid staff and other volunteers declines when inappropriate or poor volunteer placements occur; and
4. The volunteer suffers when misplaced.

## Screening Procedures

In a direct recruitment campaign where prospective volunteers are initially contacted by a recruiter, a preliminary screening of prospects can be performed by the recruiter. Through interaction with the prospect, the recruiter may learn that the individual is not willing to make a firm commitment of his or her time, is not responsible, or lacks some other basic qualification required of all vocational volunteers. If so, the recruiter can effectively (but discreetly) screen out the prospect without ever asking the individual to apply for a volunteer assignment.

The screening and selection of applicants who respond to an indirect recruitment campaign is usually performed through a scheduled interview following receipt of an application form. For each applicant, time must be allotted to interview the prospect in order to determine (a) whether the applicant would make a good volunteer, and (b) what assignment(s) best fit the applicant's interests, abilities and time schedule. If the recruitment campaign is highly productive this can be a time-consuming process which may require more than one trained interviewer.

For applicants who are interested in becoming a part of a community resource volunteer program, screening is not such a vital function. It is of course necessary to evaluate applicants' qualifications to determine if they are appropriate to the needs of the program. References may also be useful in selecting the CRV pool, although an in-depth interview is not

**ACTIVITY LOG**  
**(Daily Volunteer Inquiries)**

| Date | In Person,<br>Mail or<br>Phone | Volunteer<br>(Check box if first contact) | Action                                             | Interview<br>as<br>Scheduled | Referred to                                                     | Accepted:<br>Yes-No<br>Date |
|------|--------------------------------|-------------------------------------------|----------------------------------------------------|------------------------------|-----------------------------------------------------------------|-----------------------------|
|      |                                | Enter name, address,<br>telephone number  | Enter interviewer,<br>appointment date<br>and time | Yes — No<br>(Why not)        | Enter organization,<br>function, appointment<br>time, with whom |                             |
|      |                                |                                           |                                                    |                              |                                                                 |                             |
|      |                                |                                           |                                                    |                              |                                                                 |                             |
|      |                                |                                           |                                                    |                              |                                                                 |                             |

(Developed by National Center for Voluntary Action, 1972)

generally required. Since the CRV assignments are brief, any problems associated with the volunteer's program can be identified through instructor and student evaluations, and appropriate actions, such as requesting changes to the program or removal from the CRV pool, can be taken.

### Screening and Selection Criteria

Regardless of whether an applicant has been referred through a direct or indirect recruitment procedure, specific qualification standards or criteria will need to be determined for screening and selecting applicants. The standards should reflect school or institutional policies, the goals and objectives of the vocational and volunteer programs, and the desired qualifications of individuals who will be interacting with students, instructors or other members of the school staff. A sample set of school volunteer qualifications which have been developed by Helgerson (1976) is presented below. The general qualifications apply to all school volunteer assignments; the specific qualifications are to be considered in light of particular assignments of interest to the applicant.

#### General Qualifications

- A constructive attitude toward helping and/or working with people
- Reliability and a sense of responsibility
- Initiative and willingness to exert effort on behalf of the work undertaken
- Flexibility and adaptability to change and growth

#### Specific Qualifications

- Sufficient time available
- Physical, mental and emotional stability commensurate with job assignment
- Personal interest in assignment
- Experience in field of work undertaken
- Knowledge of required skills or techniques
- Awareness of or sensitivity toward need for suitable attire
- Have an interest in students and a desire to work with them
- Have a good professional attitude, interest and enthusiasm for working with students
- Have ability to work cooperatively with school personnel
- Have good health

- Have adequate communication skills (including foreign language abilities as appropriate)
- Feel a deep obligation as a citizen to support and help the schools in educating all students to their capacities
- Already have—or be willing to acquire—skills that are needed in the schools
- Have talents that can enrich the school program

### The Interview

A review of the above qualifications should make it apparent why interviews are necessary to screen and select applicants: many of the factors to be considered can only be explored through interacting with the prospect. However, the interview also serves other purposes. It enables the prospect to learn more about the volunteer program, the types of assignments available to volunteers and the responsibilities of volunteers. It also provides an opportunity to establish a person-to-person relationship with the prospect and to let the prospect feel more at ease in the school environment. Finally, the interview helps the prospect to consider further his or her own interests in becoming a volunteer and to learn more about how volunteering is related to the prospect's personal objectives.

To the extent possible, the interview should be conducted in a comfortable setting where a conversation can proceed without interruption. Promotional literature or volunteer job descriptions which the interviewer might wish to share with the prospect should be identified in advance and be on hand within the interview setting. If the prospect has submitted a volunteer application prior to the time of the interview, the interviewer should take time before the scheduled interview to become familiar with the prospect's application and note specific items on the application which he or she wishes to explore with the prospect. If the prospect's application is not available until the time of the interview, the interviewer should give the prospect the promotional literature to read while the interviewer reviews the application.

Interviewing a prospective volunteer will generally take about one-half hour. More time is likely to be required if the applicant is interested in learning about a number of possible assignments, and slightly less time may be required if the applicant has been recruited for a specific position. For scheduling purposes, estimate one-half hour per interview; allow yourself a little more time in the beginning of the program while your interviewing skills are still developing.

There is no fixed pattern to follow when interviewing an applicant; so much depends upon the char-

acteristics of the applicant and the nature of the various volunteer assignments. Nevertheless, there are a number of points to keep in mind while conducting the interview. First and foremost, make sure that the interview allows both parties to obtain the information which they need to make their respective decisions regarding the applicant's suitability for a vocational volunteer assignment. This will be easier to accomplish if the interviewer reviews the prospect's application prior to the time of the interview, and if the applicant was mailed or otherwise provided with a written description of the volunteer program at the time his or her application was received. The interviewer should then try to accomplish the following five tasks, as suggested by Miller (1972), during the course of the interview:

1. Completing the application, if necessary; adding information gained in the interview exchange.
2. Giving special attention to educational and occupational experience, volunteer experience, training, interests, hobbies, availability—days and hours—and preferences.
3. Stressing the importance of the volunteer's commitment to the task he/she undertakes.
4. Determining whether the applicant can be referred for immediate placement. If so, discuss available opportunities.
5. Encouraging questions; let the applicant make his/her own decision but help clarify the choices.

At the conclusion of the interview, the applicant should be informed of the outcome. If the applicant is qualified to serve as a vocational volunteer, the interviewer might say, "We would be very happy to have you join our vocational volunteer program. I'd like to set up an appointment for you to attend our next volunteer orientation and training workshop." Where the applicant does not meet the program's qualifications, or where it is unlikely that a suitable assignment can be found for the applicant, the interviewer can help the applicant by telling him or her, "I'm sorry, but I don't think we have a position at this time which matches your interests and skills. Can I make an appointment for you with the Voluntary Action Center? They have a much broader range of volunteer assignments than our program." The interviewer must remember that every applicant, whether accepted or not by the program, is a potential supporter of the program and a source of new recruits.

In some instances the applicant may want to give further thought to the offer; the interviewer should

encourage him/her to do so and arrange to call the applicant in a day or two. Where there appears to be some uncertainty on the part of either party, it may be advisable to suggest that a trial assignment be considered so that both parties will have an opportunity to reevaluate the applicant's progress and satisfaction after participating in a volunteer assignment.

Immediately following the interview, while the information is still fresh in the interviewer's mind, he or she should write down the findings and attach them to the recruit's application form. A sample form for recording the interviewer's findings and impressions is presented on the following page. The use of such forms is particularly helpful when there is likely to be a delay between the time of the interview and placement of the new volunteer in an assignment.

## Orientation and Training

Vocational volunteers need some type of orientation and oftentimes training prior to beginning their assignments. Orientation provides new volunteers with general information on the purposes and goals of the vocational volunteer program; school policies and rules pertaining to volunteers; the role, rights and responsibilities of the volunteer; and procedural aspects such as signing in and out, where to park at the school, whom to contact if they are ill or otherwise cannot attend, and where to go for help should it be needed. Training—usually pre-service training—is intended to provide the volunteer with specific skills or knowledges that are needed to perform the duties of the volunteer's assignment. In some instances, in-service training is also provided to volunteers to better enable them to deal with particular types of problems they encounter in their specific assignments (e.g., students with emotional problems, tutoring math or reading) or to learn new skills which will expand their capabilities as a volunteer (e.g., operating various types of equipment, interviewing skills, instructional techniques, providing positive reinforcement to students, etc.).

Orientation and training of vocational volunteers should also help them to feel more comfortable about the assignment and new environment which they are entering. This is particularly important where a volunteer who has been away from school for a number of years is assigned to assist in a vocational classroom or laboratory/shop. Keep in mind that what you take for granted in the schools—the students' attire, maturity and the instructional environment—may come as a surprise to someone who has not been in your schools before or has been away from school for years. Also remember that the volunteers' perceptions of the

## INTERVIEW SUMMARY

Applicant's Name: \_\_\_\_\_ Sex: M \_ F \_

Telephone \_\_\_\_\_ Date: \_\_\_\_\_

### Employment Experience

### Current Employment

### Volunteer Interests

### Previous Volunteer Experience

### Motivation for Applying

### Educational Background (Foreign Language Skills?)

### Limitations (Transportation, Health, Child Care)

### Interviewer's Comments

Action  
Accepted: \_\_\_\_\_ Withdrew Voluntarily: \_\_\_\_\_ Other: \_\_\_\_\_

schools may be based on news media reports of problems in the schools and that those portrayals may or may not apply to the vocational education program.

### **Orienting the New Volunteer**

Orientation of the new volunteer can be conducted in either a one- or two-stage process, depending upon the organization of the vocational volunteer program. Where the volunteer program is confined to one vocational school or other institution, a single orientation session can be conducted. However, where the volunteer program is serving a number of schools within the district, a two-stage orientation is recommended. The first of these orientation sessions would be at the district level, while the second would be at the school or institution where the volunteer is assigned. The major advantages of a two-stage orientation is that fewer orientation sessions are required to cover topics of district-wide applicability, less staff time is required to conduct the orientation sessions, and volunteers are provided an opportunity to meet more people who are participating in the vocational volunteer program. The major advantage of single-stage orientations is that they are easier to schedule on an as-needed basis.

An exception to this general rule is the orientation of the community resource volunteer. In this case, much of the orientation can be done through the mail and/or by phone when making arrangements for the volunteer's services. Instructors making a request or the school coordinator of volunteers would then be responsible for providing school-specific information and meeting the CRV upon arrival.

If orientation is to be offered in two stages, the first session should focus on topics of general application to all school volunteers. Suggested topics for the first orientation session are as follows:

1. Philosophy and purpose of the vocational volunteer program
2. Goals and objectives of the vocational volunteer program
3. Organization of the vocational volunteer program
4. State, district and school policies concerning vocational volunteers
5. Financial and legal responsibilities of the district
6. The roles, rights and responsibilities of vocational volunteers
7. Orientation at the schools
8. Training opportunities for volunteers

The second phase of orientation, which should be offered at the school or other location where the volunteers will be working, would focus more specifically upon the operational procedures pertaining to their assignments and the settings in which they will be working. Items to be covered during the second phase of orientation might include the following:

1. Orientation to the school's facilities
2. Location of parking areas, cafeteria, restrooms, smoking areas and sign-in record
3. School policies and rules
4. Fire and safety procedures
5. Recommended attire (if applicable)
6. Introduction of the volunteers to members of the paid and volunteer staff with whom they will be working

When a two-stage orientation process is offered, the first should be conducted by the director of the vocational volunteer program and the second conducted by the school coordinator of vocational volunteers. When orientation is provided in a single session, it can be conducted by either the volunteer program director or the school coordinator of vocational volunteers depending upon their available time and skills. In this latter situation the orientation should cover district-wide as well as school-specific aspects of the vocational volunteer program.

The new volunteers' initial orientation to the program should be provided in a warm and friendly atmosphere. The volunteers will be entering into new roles in a setting which is likely to be unfamiliar to them, so it is important that the orientation session help to make them feel comfortable. For this reason, volunteer orientation sessions are oftentimes preceded by an informal get-acquainted session where coffee is served and the participants are encouraged to meet one another.

A general orientation meeting can range in size from five to fifty participants, although 20 to 30 participants is considered to be a common and desirable size. Too few participants can result in a limited discussion; too large a group can make it difficult for each individual to have an opportunity to ask questions.

Handouts and audiovisual aids should be prepared for regular use in conducting orientation sessions. Appropriate handouts might include the following:

- Orientation to Vocational Education
- Purpose and Goals of the Vocational Volunteer Program
- Summary of the Background of the Vocational Volunteer Program

- School Board or Institutional Policies and Rules Regarding Volunteers
- Guidelines for Vocational Volunteers
- Descriptions of Selected Vocational Volunteer Assignments

The above materials are oftentimes incorporated into a Handbook for Volunteers. If such a handbook can be developed, it should be distributed at the orientation session in lieu of the handouts listed above.

A slide-tape presentation or film showing vocational volunteers in a variety of assignments can add a great deal to the orientation session. A lower-cost option is to prepare a slide presentation and have the director of the vocational volunteer program provide the narration. Don't overlook the possibility of having volunteers develop this type of presentation.

Volunteers currently involved in the program should be present at the orientation session and perhaps assist in conducting the orientation. One or more staff representatives from the vocational education program should also be in attendance. Finally, a welcoming statement from the district superintendent, school principal, or president of the institution can provide additional reinforcement and motivation to the new volunteers.

### Pre-Service Training of Volunteers

Pre-service training of vocational volunteers is required to the extent that they do not already possess the skills necessary to perform their volunteer assignments. Therefore, training should be provided after the new volunteer has been assigned to a volunteer position but prior to beginning the assignment. There should be as little delay as possible between the time when the volunteer receives his/her initial assignment and the time when training is made available to the new volunteer. Where orientation is provided as a two-stage process, the training of volunteers should take place between the time of the first and second orientation sessions. Where orientation is provided as a single session, it should precede volunteer training.

Training of volunteers can be offered in either an individual or group setting. An individual approach is much easier to arrange in response to new volunteers' entry into the program, but it requires more staff involvement and lacks the opportunity for the volunteer to interact with other new volunteers. Proponents of individualizing volunteer training stress that it can focus specifically on what the individual needs to enter his or her assignment, and thus enables greater flexibility than group approaches. Stenzel and Feeney (1968) encourage an individualized instructional

approach where the volunteer assumes much of the responsibility for his or her own learning, which can include on-the-job training. They point out that "the important aspect of this form of training is that there is a target date for evaluation and discussion of future learning experiences and intelligent, sensitive supervision along the way."

Group approaches to training volunteers can consist of conferences, skills workshops, courses or mini-courses, lecture-discussion, etc. The best approach will depend upon such factors as the number of volunteers, the similarity of their needs, the resources available to provide the training, and the complexity of the skills to be acquired.

The design of a group training program should be given serious thought in order to accomplish the intended training objectives quickly and get the participants started on their volunteer assignments. The following questions, developed by Marvin Arffa and reported by Marlene Wilson (1976), should be considered in designing training programs for volunteers:

1. What is the need?
2. What do we want to accomplish? (State objectives)
3. Who is to be trained? (Identify professional or nonprofessional persons or other classifications)
4. How many are to be trained?
5. What is the present general level of knowledge and experience of those to be trained?
6. What are the general capabilities of those to be trained?
7. What new knowledge and understanding will be required? (Outline the general scope and content of instruction)
8. What new or improved skills will be needed? (Indicate behavioral goals)
9. How can the training or development be conducted? (Consider appropriate methodology and plan of operation)
10. What instructional materials and aids are available or obtainable?
11. What time factors need to be considered? (Include availability of trainees, work requirements, personal needs of trainees, on whose time are they going to be trained, and travel considerations)
12. What should be the starting date, timing, frequency, and length of sessions?
13. What should be the content and sequence of the sessions?

14. Who is to do the training?
15. Is instructor training needed?
16. If so, what training is needed?
17. What instructor guides or lesson plans are needed, and what information should those guides or lesson plans contain?
18. Where is the program to be conducted?
19. What facilities, equipment and services will be required?
20. What study or instructional materials will be used?
21. What records and reports will be needed?
22. How will participants be selected?
23. How will participants be prepared for the learning experience?
24. What will be the estimated cost of the program? (These would be itemized according to personnel, materials, and supplies)
25. How will results of training be measured and evaluated?

With specific reference to training educational volunteers, particularly those who will be working with students, Chambers (1972) recommends that the following elements be included in all pre-service training programs:

1. Overview of the area for which training is given
2. Principles of human growth and development for the age group with which the volunteer will be working
3. General characteristics of the group or individuals the volunteer will be assisting
4. Definite objectives to be met through volunteer assistance
5. Specific activities to be carried out to meet objectives
6. Materials, games and ideas for volunteers to use
7. Definition of the volunteer's role in relation to professional staff
8. Definition of the staff member's role in relation to the volunteer

The pre-service training of volunteers described above is primarily intended for volunteers who will be providing services to the program on a regular and continuing basis, e.g., tutorial assistance, job placement, serving as an advocate for a disadvantaged or handicapped student, etc. Less training, or perhaps none at all, may be needed by individuals who agree

to serve as community resource volunteers (such as guest lecturers) to provide assistance on an occasional basis upon request. However, all volunteers should receive an orientation to the program, even if the orientation information is provided over the telephone or sent by mail.

### **In-Service Training and Development of Volunteers**

The potential contributions which vocational volunteers are capable of providing will not be fully realized unless the volunteers are encouraged to grow in their assignments and take on new and more challenging responsibilities. As noted by Marlene Wilson (1976), "Volunteers who have ongoing learning opportunities both extend and deepen their contribution to the program." Some unplanned learning opportunities will probably be available to most volunteers simply as a result of performing their assigned jobs. However, the vocational volunteer program should take the initiative in planning in-service training for volunteers so that the volunteers and the program can both grow closer toward achieving their full potential.

In-service training and development opportunities should be responsive to the needs of both the volunteer and the volunteer program. Oftentimes this will require an individualized approach to training, where the volunteer and program staff work together to identify and provide the learning opportunities needed by the volunteer. Such opportunities might include attending lectures, conferences, staff workshops, or pre-service training programs being offered for current volunteers entering a different volunteer job; suggested outside readings; one-to-one instruction; field trips; and courses offered at educational institutions and community centers.

Group in-service training opportunities should be offered when similar volunteer training needs warrant the development of group activities. Skills workshops, organized discussions, lectures, problem solving sessions and similar group activities can focus on current needs of volunteers. Factors to consider in designing a group in-service training program are the same as those previously described for pre-service training with the following exceptions:

1. Develop an announcement of the activity so that all interested volunteers will be aware of the purpose, time, location and registration procedure (if any).
2. Involve volunteers in the planning of the activity to ensure that it is consistent with their needs.

3. At the conclusion of the activity, ask the volunteers for suggestions for future in-service activities and topics.

For additional information on the orientation and training of volunteers, the following books are highly recommended.

*Volunteer Training and Development: A Manual for Community Groups* by Anne Stenzel and Helen Feeney (1968)

*The Effective Management of Volunteer Programs* by Marlene Wilson (1976)

*Volunteers Today—Finding, Training and Working with Them* by Harriet H. Naylor (1967)

## Placement and Retention of Volunteers

Placement occurs when a volunteer is assigned to a specific volunteer job. Depending upon the positions available at the time of screening and selection, placement can occur either at the time of selection or thereafter when an appropriate position becomes available.

### Placement Procedures

The placement process begins with a request for volunteer services from a member of the school staff. The request is then matched with the qualifications of available volunteers as ascertained by information contained on their application forms and obtained through interviewing the applicants. Among the factors to consider in making this match are the volunteer's skills and interests, time requirements, scheduling, travel distance and potential transportation problems. The volunteer who appears to be best suited for the assignment is then contacted and offered the position. If an appropriate volunteer cannot be located among those who have applied for volunteer assignments, the request for volunteer services should be referred to those persons who are responsible for volunteer recruitment and selection.

When an appropriate applicant is located who agrees to take the assignment, the volunteer office should telephone the school personnel who will be supervising the volunteer and notify them of the assignment. A time and location for meeting with the volunteer should be established. The volunteer office should then mail a confirmation of the assignment to the volunteer along with:

- (1) a written description of the job;
- (2) the time and place of orientation;

- (3) the schedule for the assignment;
- (4) the name and location of the person to report to at the school, and the time and date of the appointment;
- (5) a follow-up card to be returned to the volunteer office two weeks after the volunteer begins his/her assignment.

---

Vocational Volunteer Office  
(Address)

### ASSIGNMENT FOLLOW-UP

To: (Name of Volunteer)

Please complete this card two weeks after you begin your volunteer assignment and return it to our office.

Thank you \_\_\_\_\_ Signature \_\_\_\_\_

☐ I am enjoying my volunteer assignment

☐ I have decided not to become a volunteer at this time because \_\_\_\_\_

☐ I would like another assignment instead of this. \_\_\_\_\_

### Placement Mismatching

Every volunteer program is likely to be confronted with the situation where a good match cannot readily be made between the qualifications and schedules of available volunteers and those required of the volunteer assignment. In some instances it is possible to provide the volunteer with enough training to enable him/her to perform the assignment; but when in doubt it is generally preferable to continue to search (and wait) until the right volunteer can be located. In addressing this issue, Harriett Naylor (1973) provides the following advice:

"It is safer in the long run to carry a vacancy until it can be well filled than to fill it poorly, for the minute it is no longer a vacancy the incentive for a search for candidates is gone . . . Too often we tend to fear the appearance of vacancies, when it would be far healthier than having them poorly filled. . . The right person is worth the search and the waiting."

Placing the wrong person in the assignment is likely to lead to dissatisfaction on the part of both the volunteer and the staff with whom he/she is working.

Underplacement of a volunteer can be as detrimental as overplacement and is probably a more common occurrence. The rewards of volunteering are derived from the personal fulfillment of the volunteer's unique needs and interests. Interviewing volunteer applicants should serve to identify those needs and interests; placement should strive to fulfill them. The professional or craftsman who wants to utilize his or her occupational skills as a volunteer should not be placed in an assignment which does not require those skills. Similarly, a bilingual volunteer who would like to be a tutor for a limited English-speaking vocational education student should not be placed in an available tutoring assignment which does not require bilingual capabilities. To do so could be the first step toward losing a volunteer, and toward disappointment on the part of both the student (and instructor) to whom the volunteer was assigned. It is far better to wait for an appropriate assignment, or to pursue new possibilities for utilizing the volunteer's unique skill, than to place the volunteer in a position which will soon extinguish his/her interest in providing volunteer services to the program.

By sending a follow-up card to the volunteer at the time of his or her assignment, the volunteer office can identify volunteers whose expectations are not being met by their assignments. Volunteers should be asked to return their follow-up cards within the first few weeks of their assignments so that problems pertaining to their assignments can be resolved before the volunteer loses interest in the program. Telephone contact should be made with each volunteer who indicates that he or she would like a different assignment or who has decided not to take the assignment at the present time. It is important for the volunteer to know that the placement personnel want to find a satisfying position for the volunteer; that they do not want to lose the volunteer; and that they will seek to find a more suitable assignment for the volunteer or to help the volunteer overcome the problem (e.g., child care, transportation, scheduling) that is causing him/her to have second thoughts about volunteering. Telephone contacts with these volunteers can also help to avoid similar problems in the future when placing other volunteers and to identify limitations in the program's selection and placement procedures.

### **Placement of Community Resource Volunteers**

The development of a community resource volunteer program as a part of the vocational volunteer program can be accomplished without having placement per-

formed by the volunteer program office. The placement of community resource volunteers is facilitated through the development of a file or handbook of community resources which presents information on the services available from various community resource persons/agencies. Teachers are provided copies of the handbook or access to the file to identify community resources whose services would enrich a particular aspect of the students' vocational education preparation. Contact with the community resource persons can be made directly by the teacher but preferably through a school coordinator responsible for coordinating the community resource program at the school. The school coordinator can ensure that no community resource volunteer is being overburdened by excessive requests from school personnel. A sample teacher request form and community resource volunteer description are presented on the following pages.

### **Reinforcement and Retention of Volunteers**

The placement of a new volunteer into a vocational volunteer assignment can mark the beginning of an extended and rewarding relationship for all parties involved, or it can represent the beginning of a brief and dissatisfying experience for the volunteer. Sound placement procedures—including follow-up contacts with the volunteers—are vital to the retention of volunteers; however, a continuing effort to reinforce the relationship and recognize the volunteer's contributions is also crucial to the retention of volunteers.

Successful retention of volunteers should be viewed in relation to the volunteers' fulfillment of their commitments to the program. Certainly, the new volunteer does not expect to be involved in the vocational program forever. Rather, the volunteer has accepted an assignment of some pre-specified duration, after which he or she should feel a positive sense of achievement regardless of whether or not the person decides to extend or end the work of being a vocational volunteer. The relationship should be structured so that the volunteers need not feel guilty if they choose to leave the program, and the paid school staff do not feel that somehow they have failed whenever a volunteer resigns. Given this perspective, retention should be viewed as providing volunteers with the support, opportunities and reinforcement which they need to successfully complete their assignments.

### **Reasons for Attrition**

Specific causes of volunteers dropping out of school volunteer programs were identified by participants at a volunteerism workshop and reported by Helgersen

## REQUEST FOR COMMUNITY RESOURCE VOLUNTEER

Teacher's Name \_\_\_\_\_ Today's Date \_\_\_\_\_

Course Subject \_\_\_\_\_

Grade of Students \_\_\_\_\_ Class Size \_\_\_\_\_

Building and Room Number \_\_\_\_\_

Date Range \_\_\_\_\_

Time of Day \_\_\_\_\_

Duration of Presentation/Field Trip \_\_\_\_\_

Nature of Presentation/Field Trip \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name of Community Resource Volunteer \_\_\_\_\_

\_\_\_\_\_ Phone: \_\_\_\_\_

Special Instructions \_\_\_\_\_

\_\_\_\_\_

*Do Not Write Below This Line*

\*\*\*\*\*

Date Received \_\_\_\_\_ Date Completed \_\_\_\_\_

Resource Person's Name \_\_\_\_\_ Telephone \_\_\_\_\_

Address \_\_\_\_\_

Scheduled Time of Visit \_\_\_\_\_

Special Requirements \_\_\_\_\_

\_\_\_\_\_

Date Confirmation Card Mailed \_\_\_\_\_

## COMMUNITY RESOURCE VOLUNTEER

Topic or Program Employment Guidance Grade Level 9-12  
Firm or Organization Tennessee Department of Employment Security  
Contact Person Mr. Andrews Phone: 555-4327  
Address 1020 Main Street, Nashville, TN 34567  
Times Available Daily (Monday-Friday) 8:00 AM - 4:30 PM  
Field Trip \_\_\_\_\_ In School X Duration Flexible

Description of Program: *Labor market information is provided on jobs requiring vocational education preparation within the Nashville area. Apprenticeship opportunities available in the area can also be described, along with information on the vocational courses which will prepare them to become apprentices.*

*The program is an oral presentation. Films can be provided on "How to apply for a job," "How to fill out an employment application," etc.*

Special Requirements: *One week advance notice is requested. 16 mm projection equipment should be arranged for by the instructor.*

*(Derived from Good Friends Volunteer Services Handbook of Community Resource Volunteers, Nashville Metropolitan Public Schools)*

(1975). The major causes which were identified are as follows:

- Poor placement
- Lack of supervision
- No guarantee that the volunteer's participation would be effective
- Long-range potential of volunteer wasn't utilized
- Opportunities for personal growth were curtailed
- Time, talent and skills were not utilized in a useful way
- Job ladders were not encouraged, i.e., a volunteer who had done an excellent job should have been given the opportunity to move up; to become, perhaps, a trainer of other volunteers

### Environmental Factors

One of the key factors for retaining volunteers is creating an environment within the schools that will contribute to the satisfaction which the volunteer derives from his/her assignment. First, the school personnel who will be working with volunteers will need to be provided an orientation on how to develop an effective working relationship with their volunteers. This will entail an understanding of the responsibilities which they will assume when working with a volunteer, including supervisory responsibilities, appraisal of the volunteer's performance, recognition of the volunteer's contributions, and evaluation of the effectiveness of the program. Secondly, the physical environment within the schools will need to be considered since it, too, contributes to volunteer retention. As pointed out by Davis and Maguire (1977), "One of the most significant factors in terms of [volunteer] efficiency and morale is the availability of some area that serves as the headquarters for volunteers. This is a place where they can receive notices, messages, see other volunteers and store materials." The same authors also note that the allocation of such space to volunteers increases the prestige and status of the school volunteer program; which in turn facilitates retention as well as recruitment of new volunteers. Other environmental factors which can contribute to the retention of volunteers include provision of parking space; creating comfortable work areas for volunteers who are assigned to positions outside the classroom, laboratory or shop; and providing volunteers with the materials and support services necessary to perform their work, (e.g., typing, duplication, telephone, etc.).

### Recognition and Appreciation

Informal and formal evidence of recognition and appreciation for the volunteers' assistance is extremely important in retaining volunteers. Informal evidence of recognition and appreciation comes mainly from the immediate supervisor of the volunteer and other staff members working with the volunteer. Thus, it is important that they be sensitive to the importance of expressing their appreciation to the volunteer. Among the methods for expressing appreciation are the following:

- Asking the volunteer for advice on problems
- Taking time to talk with the volunteer and listen to him/her
- Inviting the volunteer to attend staff meetings
- Expanding the volunteer's responsibilities commensurate with his/her capabilities and interests
- Sharing books, journals, magazines, etc. with the volunteer
- Offering the volunteer a ride when he/she has transportation problems
- Taking part in less desirable tasks with the volunteer
- Sending a get-well card or birthday card
- Defending the volunteer against hostile or negative staff or students
- Treating the volunteer to lunch, a soft drink or coffee
- Alerting the volunteer to upcoming school or community events which might be of interest to him/her
- Saying "Thank you," "You did a great job," "The students really enjoy your help," etc.

More formal methods of providing recognition and evidence of appreciation should be sponsored and supported by the volunteer program office as well as the school staff. Lake (undated) cites the following examples of formal recognition for volunteer services:

- Awarding special citations for extraordinary achievements
- Conducting community-wide recognition events
- Planning a *Recognition* edition of the agency newsletter
- Providing substantive in-service training
- Providing scholarships to volunteer conferences or workshops
- Planning annual ceremonial occasions

- Awarding plaques to sponsoring groups, businesses or organizations

When the services of a vocational volunteer are provided by an agency or business, the organization as well as the volunteer should be recognized for their assistance. A sample certificate of appreciation is presented on the following page.

### Volunteer Growth

There will be occasions, and perhaps many of them, where the volunteers will want to take on different or more challenging assignments. It may be that a guest lecturer from industry would like to become involved in curriculum design, or that a volunteer helping to place students in jobs would like to assist in vocational counseling. Regardless of the nature of the desired change, the vocational volunteer program will need to provide opportunities for volunteers to grow within their current assignments as well as to move into new assignments. If such opportunities are not offered, the program will eventually find that some of its most capable volunteers are leaving the program to take on more stimulating volunteer work or to devote that time and effort to their jobs, families or hobbies.

Growth opportunities for volunteers are needed both within their existing assignments and across assignments. The supervisor of the volunteer is largely responsible for the former, since he or she will determine the tasks the volunteer is to perform. For this reason, the topic of growth opportunities for volunteers should be addressed during the staff orientation sessions and again when the volunteers' performance is being reviewed. In general, the supervisor should be encouraged to allow the volunteer to take on new tasks to the extent that (a) they are consistent with the goals and objectives of the vocational volunteer program, (b) they do not violate school or institutional policies or rules regarding the utilization of volunteers, and (c) the supervisor is willing to have the volunteer perform those tasks. By allowing volunteers to take on new tasks within their existing assignments, the supervisor can help to ensure that the assignment remains interesting to the volunteer and thereby avoid premature resignation from the assignment.

Growth opportunities across volunteer assignments are the responsibility of the coordinator of the vocational volunteer program. Periodic telephone or letter contacts with each vocational volunteer can serve to keep the program coordinator abreast of the volunteers' desires or needs for changes in their assignments. A follow-up pre-addressed card can be included with the letter to make it easier for volunteers to respond to the letter. The letter might also include

information on new volunteer assignments which are of potential interest to the volunteer. Such contacts let each volunteer know that the program is truly interested in his or her unique needs, and as a result provides additional evidence of the program's interest in and appreciation of each volunteer contacted.

As a corollary of volunteer growth in their assignments, it is also important that opportunities be available for volunteers to shift to new assignments which are perhaps less demanding than their current ones or which simply reflect a change to another assignment of the same type. The volunteers may have moved to another area of the city and would like to be assigned to a school closer to their new home. A change in the volunteers' work schedules might require a corresponding change in their volunteer assignment. Other factors which can contribute to the volunteers' desire to have their assignments changed include personality conflicts, transportation problems and a desire to meet new people. Regardless of the reason, the volunteer program should be designed to accommodate its volunteers' needs for changes in their assignments; failure to do so will result in the loss of some vocational volunteers.

Volunteers who provide assistance on a continuing basis should also be provided with a performance appraisal on at least an annual basis. Such an appraisal should be designed to serve as an opportunity for honest feedback both to and from the volunteer. Equally important, performance appraisals provide the volunteers with a chance to individually review their accomplishments and hopefully to renew their commitment to serving as vocational volunteers.

## *CERTIFICATE OF APPRECIATION*

Presented to \_\_\_\_\_

in recognition of service rendered to  
"The Volunteers in Vocational Education"  
project at \_\_\_\_\_

Given this \_\_\_\_\_ day of \_\_\_\_\_, 1982.

\_\_\_\_\_  
Director, Vocational Education

\_\_\_\_\_  
Project Coordinator

\_\_\_\_\_  
Executive Director, Career Education

\_\_\_\_\_  
Principal

# Evaluation

Evaluation of the vocational volunteer program should be designed to (1) provide information on which to base decisions concerning program operations, and (2) demonstrate the impact of the program to volunteers, school personnel, school board members, community groups, and potential recruits or other contributors to the program. The decision-making component of evaluation serves to maximize the impact of the program given existing resources; the demonstration component influences the future expenditure of financial and human resources for program purposes.

Evaluation should begin during the planning of the program. One of the first questions which will need to be answered is: "What does our vocational education program need which could best be provided by a vocational volunteer program?" If the answer indicates a potential role for a vocational volunteer program, then an evaluation strategy should be developed to monitor the effectiveness of the planned program for decision-making purposes, and to demonstrate the results of the program to other interested parties. If the answer to that question indicates that a volunteer program is not a viable alternative for meeting the vocational program's needs, then the evaluation is completed: Do not expend resources on implementing a vocational volunteer program.

Given this dual thrust of the evaluation, there are two potentially different types of information which will need to be collected. Those responsible for the planning and operation of the program will have a need for process as well as impact data; those who are not involved in the planning and operation of the program will be primarily interested in the benefits (and costs) of the program. The types of evaluation information needed by program decision makers can be derived from the goals, objectives and planned activities of the program. The information which will be wanted by others outside of the volunteer program will need to be inferred by program personnel when designing the evaluation.

## Monitoring Program Performance

For each objective of the volunteer program, one or more activities were planned which were expected to lead to attainment of the objective. During implementation of the program, the monitoring component of evaluation focuses on those activities so that deviations from the planned activities can be identified and corrected. Thus, the monitoring component of program evaluation serves to keep the volunteer program office aware of the progress being made toward achieving the planned activities which are considered important for the attainment of objectives.

A well-developed plan for the volunteer program can serve as a guide for developing the monitoring system. Such a plan will specify the objectives of the program, the major activities to be performed in attaining the objectives, the dependency relationships between activities and the anticipated time frame for performing activities. However, even the best of plans is not likely to serve as a blueprint for a monitoring system. More specific measures of progress will need to be determined and strategies for taking those measurements will have to be developed.

The selection of appropriate measures of progress is vital to the successful development, implementation and utilization of a program monitoring system. Measures must be selected which program decision makers will agree upon as valid indicators of performance. This can be accomplished by reviewing each major component of the program and enumerating various possible types of evidence which would indicate that the activity is progressing satisfactorily. From those possible indicators, one or more should be selected to serve as the subsequent measure(s) of performance which will be used to monitor progress. In making this selection, the specific procedure by which the measurement will be made should be determined after due consideration is given to the resources necessary to collect and process the information.

Monitoring the program's performance need not require an extensive data collection effort involving teachers, students and volunteers. To the contrary, the emphasis should be on recording the activities which have taken place and perhaps the short-term results of those activities. The central concern of monitoring performance is to determine if the program is proceeding as planned, and to identify activities which need attention. For example, in a volunteer recruitment campaign, possible measures of successful performance might be as follows:

- (1) To obtain newspaper, radio and television news coverage of the needs for vocational volunteers
- (2) To speak to at least ten professional and trade associations regarding the program's needs for vocational volunteers
- (3) To make personal contacts with at least 50 potential vocational volunteers
- (4) To obtain completed vocational volunteer application forms from 50 persons

The measurement of performance criteria such as the above can be accomplished with a minimum amount of additional effort, and yet it can serve to determine the progress being made in implementing the recruitment campaign.

Through the early determination of the measures which will be used to monitor the program's performance, the recording of activities and progress can be integrated into the operational procedures used by the volunteer program staff. Furthermore, by establishing the measurement criteria in advance, benchmarks are available for interpreting the program's progress as it proceeds through its development.

## Evaluating the Effects of the Program

The monitoring of the program's performance can serve to identify strengths and limitations in its implementation; however, evaluating the effectiveness of the program goes beyond the scope of the program monitoring system. Now the time comes to measure the subsequent results of all earlier efforts, to determine the extent to which the program has achieved its intended ends and to prepare a new plan based on the findings.

At the heart of a meaningful evaluation are predetermined program objectives which specify the impact which the program is intended to have upon the vocational education program. The various efforts which were expended to recruit, orient, train, place and supervise vocational volunteers should result in

outcomes which can justify those efforts. How have the students, instructors, administrators and the community benefited by the vocational volunteer program? Were those benefits coincidental, or can they actually be attributed to the volunteers' involvement? By establishing measurable objectives for the program prior to its implementation and designing an evaluation plan in advance, these questions can be answered with reasonable certainty. The findings of the evaluation can then serve as input for improving the effectiveness of the program, or deciding that the results of the program do not justify the efforts.

Recent evaluations of educational volunteer programs differentially focus their attention on three major areas of inquiry: (1) activities engaged in as a result of the program; (2) responses to the program on the part of school personnel, volunteers, students and parents; and (3) the impact of volunteer activities upon student performance. The first area of inquiry—activities—is typified by tabulation of the number of volunteers recruited, number of new placements, total hours of volunteer services, etc. (e.g., Davis, 1979; Logan, 1975; Hooper, 1976). This type of information reflects the magnitude and scope of the program and is similar to the types of information which would be collected by an ongoing program monitoring system.

The immediate effects which the volunteer program has upon participants in the program represents the second area of inquiry. This area of evaluative inquiry is characterized by the collection of information from students, school personnel and volunteers concerning their assessments of volunteer program activities. The information is generally collected by means of questionnaires or *opinionnaires*, and the findings tend to reflect participants' responses to the program rather than changes which have resulted from the program, (e.g., Hooper, 1976; Thurber, 1973; Hedges, 1972; Brock, 1976; Logan, 1975). Participants' reactions to the program can convey important information regarding areas or activities in need of improvement. For example, how do the volunteers feel about the adequacy of the orientation they received? Do school personnel find the volunteers to be prepared for their assignments? Do volunteers feel that their skills and interests are being appropriately utilized? By exploring these types of questions the program can modify its ongoing activities so as to be more effective in its overall efforts.

The third area of inquiry focuses on educational changes which can be attributed to volunteer services. These changes may be in the area of student performance, support services, etc., but should be directly related to the objectives of the vocational volunteer program. This probably will represent the most difficult aspect in evaluating the vocational volunteer pro-

gram, and if one intends to evaluate the changes resulting from the program it is absolutely essential that the evaluation be planned in advance. Unless such planning takes place, it is possible that the changes resulting from the program will be incapable of being measured. The implication of this situation is that the program could be incapable of documenting the positive benefits it has achieved, and without such documentation it could lose its support—financial and other.

This handbook cannot provide you with the specifics of exactly how to go about planning the evaluation of a vocational volunteer program; each program is unique, and will therefore require its own evaluation strategy. We can advise you to begin thinking about evaluation from the start of the program, and to keep in mind the following tips for evaluating your vocational volunteer program:

- Have at least one measurable objective related to each of the volunteer program's goals.
- Be realistic in estimating the time frames necessary for the attainment of objectives.
- Make sure the objectives of the program are specific and that their attainment is capable of being measured.
- Compare the objectives with each other to make sure that they are not in conflict.
- Have objectives focus on the results of activities rather than on activities alone, i.e., focus on what the vocational volunteers are supposed to accomplish, not just on the number of volunteers or the activities they engage in.
- Make sure that baseline data are available for comparison purposes wherever you plan to have changes from current levels (e.g., increases in student achievement, reductions in dropout rates, increases in job placement rates, etc.).
- If questionnaires are to be used to collect information, be sure you have the resources necessary for printing, postage and data analysis.
- Where questionnaires are to be used, try not to ask people to complete more than one questionnaire and be sure you have a use for each item of information you request from them.
- Have the evaluation plan reviewed by your supervisor and the volunteer program's advisory committee; make sure that everyone agrees on how the program is to be evaluated.

Keep in mind that it can be very difficult to establish cause and effect relationships between volunteers in classrooms/laboratories and changes in student ac-

hievement. To do so you must be able to determine which students were assisted by volunteers, the nature of that assistance and how much assistance was provided. This can require rather extensive recordkeeping on the part of the volunteers or the supervisors of the volunteers. Given this difficulty in evaluating changes in student achievement attributable to volunteers, one source suggests that a more viable approach towards evaluating the benefits of volunteers in the classroom is to focus on three basic questions:

1. Are the classroom instructors happy with what the volunteers are doing?
2. How do the students seem to respond to the volunteers' presence and interaction with them?
3. Are the volunteers happy in their work?

The writer explains that "The answers to questions such as these, while subjective in nature, may provide more accurate answers than any empirically based evaluation scheme (The Mott Institute for Community Improvement, 1973).

Despite the above writer's comments, it is preferable to plan an evaluation strategy which focuses on the particular objectives of the volunteer program. By doing so the evaluation can detect specific areas which are in need of improvement, and thereby a strengthening of the volunteer program can be accomplished.

## Internal and External Evaluation

The evaluation of the volunteer program can be conducted by those directly involved in the volunteer program or others in the school system, or it can be performed entirely or in part by individuals from outside the school system or institution. The primary advantages of internal evaluations are that they cost less to conduct, and the evaluation process itself can be an informative experience for the evaluators. On the other hand, the primary advantages of external evaluations are that they can provide specific evaluation expertise to the program, they require less staff time to conduct, and the results are more likely to be viewed by others as being free from bias. This last point may be particularly important if the results will be used to supply documentary evidence and data to a school board or administrators in justifying funding for maintaining or expanding the volunteer program.

In considering the use of outside evaluation expertise, don't overlook the possibility of obtaining the assistance of volunteers in planning and conducting the evaluation. University faculty and graduate students taking courses in statistics, psychometrics or

educational evaluation are logical sources for recruiting such assistance. Such help, whether voluntary or paid for, can be particularly advantageous in developing evaluation instruments/questionnaires, designing sampling strategies, and performing data analysis and interpretation.

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